School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Quimby Oak Middle School	43-69435-6047179	May 7, 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 Quimby Oak Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement

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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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Quimby Oak Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement

Quimby Oak Middle School's plan effectively meets the ESSA requirements in alignment with the Local Control and Accountability Plan, and other federal, state, and local programs. The goals and actions outlined in our plan aim to support the continued academic achievement and academic progress of all students. Our plan is also in alignment with our district's Strategic Plan, LCAP, and Profile of a Learner. Quimby's plan is comprehensive in addressing the needs of a diverse population of learners where we provide the necessary support for every student to succeed.

Quimby Oak works with various stakeholder groups each year to inform and develop their SPSA. The school's administration team is able to gather input from all staff as well as students and parents who participate on School Site Council (SSC). The team develops a data-driven School Plan for Student Achievement (SPSA) based on the needs identified through this process. The team identified evidence based practices to improve academic, behavioral, and social-emotional outcomes.

Educational Partner Involvement

How, when, and with whom did Quimby Oak Middle 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

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The following stakeholder groups were involved in the planning process of the SPSA:
School Site Council
School Staff
Students
PTSA
ELAC
DELAC
DAC
ILT
RTI Coach
Site Director
PBIS & MTSS

At various times throughout the year, the aforementioned stakeholder groups met to discuss, reflect, and provide input to refine the School Plan for Student Achievement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

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.

Quimby Oak Middle School was selected for additional targeted support and improvement with suspension rates based on 2022-2023 California Dashboard results. Currently, we are in our seventh year of using Positive Behavior Interventions and Supports (PBIS). Yearly, the Quimby Oak PBIS team re-evaluates the program by receiving input from student groups, Safety Survey data, and monthly referral data. Students earn "Caught Yas" for displaying Lobo Values: Leadership, Open-mindedness, Being Respectful, Own Your Choices, and Be Studious. We strongly feel educating our students is vital, and therefore, we use restorative practices, restorative conversations, and staff teach social emotional lessons in our Advisory course. We are also beginning our work with an Equity Action Plan. It is our goal to review current programs in place with an equity lens.

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 team identified Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic subgroups performing two performance levels below the all student performance. In order to identify and determine the needs of these subgroups, Quimby will be implementing a diagnostic assessment tool to assess student academic progress three times a year. Utilizing the results of the diagnostic assessment, student growth goals will be established as well as an individualized online instruction plan for every student. Our RTI teacher and school counselor will also be providing targeted intervention after school for students in order to provide added intervention not already addressed during the regular school day.

Other Needs

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

Surveys used in the 2023-2024 school year include the School Safety Survey and the PBIS survey. Data from the survey was analyzed by the School Site Council and recommendations were made to improve the safety, culture, and the academic learning environment on campus. Both surveys indicated a feeling of overall safety on Quimby's campus as an area of strength while areas of improvement indicated building upon already existing procedures and programs, and strengthening partnerships. As a result of these conclusions, the School Site Council discussed and recommended improvements to the Comprehensive School Safety Plan at Quimby Oak Middle School. Revised goals include empowering Quimby Oak students and staff to be confident with safety protocols, procedures, and expectations; strengthening partnerships with local resources and communities to ensure safe and nurturing learning environments; and continued improvement of facilities (short & long-term). Quimby Oak will also create an encompassing school environment with increased facility safety, security, and clear school-wide culture norms established to meet the needs of all students, teachers, staff members, and stakeholders.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.36%	0.12%	0.36%	3	1	3
African American	1.31%	1.09%	0.84%	11	9	7
Asian	63.80%	62.27%	59.33%	534	515	493
Filipino	7.77%	7.86%	8.30%	65	65	69
Hispanic/Latino	20.07%	23.22%	23.59%	168	192	196
Pacific Islander	0.12%	0.24%	0.12%	1	2	1
White	2.87%	2.18%	3.13%	24	18	26
Multiple/No Response	3.46%	2.9%	4.33%	29	24	36
			Total Enrollment	837	827	831

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	406	409	420
Grade 8	431	418	411
Total Enrollment	837	827	831

Conclusions based on this data:

1. Our school population continues to remain relatively stable in terms of student enrollment by subgroup.

2. Overall student enrollment has declined minimally from 2020-2021 to present school years due to declining enrollment across the district.

3. Seventh and eighth grade enrollment has declined from 2020-2021 to the present school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	150	143	114	17.90%	17.9%	13.7%
Fluent English Proficient (FEP)	365	351	360	43.80%	43.6%	43.3%
Reclassified Fluent English Proficient (RFEP)	11	41	28	3.1%	7.3%	

Conclusions based on this data:

1. The number of EL students at Quimby has slightly decreased over the past three years.

2. The number of FEP students has relatively stayed the same the last three years.

3. The number of English Learners have decreased since 2021-22, but the amount of reclassified students have increased.

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 7	429	410	412	0	403	409	0	403	409	0.0	98.3	99.3
Grade 8	455	433	426	0	424	425	0	424	425	0.0	97.9	99.8
All Grades	884	843	838	0	827	834	0	827	834	0.0	98.1	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2605.	2586.		36.23	29.10		36.48	37.16		16.13	19.56		11.17	14.18
Grade 8		2608.	2614.		30.42	32.47		36.56	39.06		19.10	13.18		13.92	15.29
All Grades	N/A	N/A	N/A		33.25	30.82		36.52	38.13		17.65	16.31		12.58	14.75

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Reading Demonstrating understanding of literary and non-fictional texts									
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 7		30.27	23.23		59.06	65.28		10.67	11.49
Grade 8		33.02	31.06		50.94	54.59		16.04	14.35
All Grades		31.68	27.22		54.90	59.83		13.42	12.95

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Writing Producing clear and purposeful writing								
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 7		47.64	33.99		42.93	50.12		9.43	15.89
Grade 8		35.61	36.71		49.53	48.00		14.86	15.29
All Grades		41.48	35.37		46.31	49.04		12.21	15.59

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Listening Demonstrating effective communication skills								
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 7		19.60	18.09		74.94	73.84		5.46	8.07
Grade 8		22.41	24.24		69.81	69.41		7.78	6.35
All Grades		21.04	21.22		72.31	71.58		6.65	7.19

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Research/Inquiry Investigating, analyzing, and presenting information								
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 7		32.01	29.83		59.80	59.90		8.19	10.27
Grade 8		33.02	35.76		57.78	55.53		9.20	8.71
All Grades		32.53	32.85		58.77	57.67		8.71	9.47

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Conclusions based on this data:

1. 2021–22 Spring Summative CAASPP Assessment (ELA) was distributed as required by the state prior to COVID 19 restrictions and adaptations. Quimby administered the CAASPP test during Advisory courses with make-up days following the final testing day. In 2022-23, 99.3% of 7th grade students were tested and 99.8% of 8th grade students were tested. Combined, Quimby tested 99.5% of our total student population.

2. From 2021-22 to 2022-23, there was a less than 1% decrease in percentage of students exceeding and meeting standards in English Language Arts.

3. Students need the most support with producing clear and purposeful writing with 15.59% of students below standard.

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 7	429	410	412	0	403	409	0	403	409	0.0	98.3	99.3
Grade 8	455	433	426	0	425	425	0	425	425	0.0	98.2	99.8
All Grades	884	843	838	0	828	834	0	828	834	0.0	98.2	99.5

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2598.	2577.		39.45	34.47		23.57	19.80		22.83	24.21		14.14	21.52
Grade 8		2600.	2603.		38.12	40.24		17.18	16.71		20.94	17.41		23.76	25.65
All Grades	N/A	N/A	N/A		38.77	37.41		20.29	18.23		21.86	20.74		19.08	23.62

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Concepts & Procedures Applying mathematical concepts and procedures									
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 7		40.69	36.67		44.17	39.85		15.14	23.47
Grade 8		35.06	36.47		46.82	41.65		18.12	21.88
All Grades		37.80	36.57		45.53	40.77		16.67	22.66

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		32.51	30.07		53.10	51.83		14.39	18.09
Grade 8		35.06	35.53		47.76	45.88		17.18	18.59
All Grades		33.82	32.85		50.36	48.80		15.82	18.35

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
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 7		33.50	33.25		57.07	51.83		9.43	14.91
Grade 8		29.65	32.47		55.29	51.53		15.06	16.00
All Grades		31.52	32.85		56.16	51.68		12.32	15.47

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Conclusions based on this data:

1. 2021–22 Spring Summative CAASPP (Math) Assessment was distributed as required by the state prior to COVID 19 restrictions and adaptations. Quimby administered the CAASPP test during Advisory courses with make-up days following the final testing day. 99.3% of 7th grade students were tested and 99.8% of 8th grade students were tested. Combined Quimby tested 99.5% of our total population.

2. There was 2.12% increase in 8th grade students exceeding standards in overall achievement.

3. Students need the most support with applying mathematical concepts and procedures with 22.66% below standard.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	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
7	1566.5	1582.8	1540.5	1562.6	1586.7	1529.6	1569.9	1578.5	1550.9	80	59	59
8	1573.1	1593.9	1571.7	1573.7	1596.2	1576.4	1572.0	1591.2	1566.6	76	78	47
All Grades										156	137	106

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	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
7	43.04	45.76	32.20	31.65	30.51	27.12	17.72	18.64	27.12	7.59	5.08	13.56	79	59	59
8	40.00	44.87	36.17	34.67	28.21	31.91	18.67	19.23	17.02	6.67	7.69	14.89	75	78	47
All Grades	41.56	45.26	33.96	33.12	29.20	29.25	18.18	18.98	22.64	7.14	6.57	14.15	154	137	106

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Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students											
	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
7	49.37	54.24	32.20	31.65	30.51	35.59	11.39	13.56	18.64	7.59	1.69	13.56	79	59	59
8	44.00	57.69	42.55	40.00	23.08	31.91	8.00	11.54	14.89	8.00	7.69	10.64	75	78	47
All Grades	46.75	56.20	36.79	35.71	26.28	33.96	9.74	12.41	16.98	7.79	5.11	12.26	154	137	106

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Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
7	32.91	38.98	13.56	24.05	22.03	32.20	25.32	33.90	32.20	17.72	5.08	22.03	79	59	59
8	26.67	32.05	19.15	29.33	29.49	40.43	32.00	28.21	12.77	12.00	10.26	27.66	75	78	47
All Grades	29.87	35.04	16.04	26.62	26.28	35.85	28.57	30.66	23.58	14.94	8.03	24.53	154	137	106

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Listening Domain 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
7	30.38	38.98	16.95	59.49	52.54	62.71	10.13	8.47	20.34	79	59	59
8	29.73	30.77	36.17	58.11	58.97	51.06	12.16	10.26	12.77	74	78	47
All Grades	30.07	34.31	25.47	58.82	56.20	57.55	11.11	9.49	16.98	153	137	106

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Speaking Domain 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
7	68.35	66.10	55.93	24.05	28.81	27.12	7.59	5.08	16.95	79	59	59
8	68.00	62.82	59.57	24.00	30.77	31.91	8.00	6.41	8.51	75	78	47
All Grades	68.18	64.23	57.55	24.03	29.93	29.25	7.79	5.84	13.21	154	137	106

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 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
7	36.71	37.29	23.73	34.18	42.37	37.29	29.11	20.34	38.98	79	59	59
8	41.33	38.46	38.30	28.00	34.62	27.66	30.67	26.92	34.04	75	78	47
All Grades	38.96	37.96	30.19	31.17	37.96	33.02	29.87	24.09	36.79	154	137	106

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 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
7	17.72	16.95	25.42	74.68	83.05	64.41	7.59	0.00	10.17	79	59	59
8	8.00	8.97	14.89	86.67	89.74	76.60	5.33	1.28	8.51	75	78	47
All Grades	12.99	12.41	20.75	80.52	86.86	69.81	6.49	0.73	9.43	154	137	106

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. The amount of EL students continue to decrease from 2020-21 to 2022-23. These is a 11.24% increase in students in Level 1 and 2, however most of our EL students are in Level 3 and 4.

2. For levels 1 and 2, written language instruction is stronger in comparison to levels 3 and 4 where oral language is stronger.

3. Students are progressing in our EL program as the amount of students decrease from 7th to 8th grade year.

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**
827	**29.6**	**17.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Quimby Oak Middle 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	143	17.3
Foster Youth		
Homeless	7	0.8
Socioeconomically Disadvantaged	245	29.6
Students with Disabilities	58	7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.1
American Indian	1	0.1
Asian	515	62.3
Filipino	65	7.9
Hispanic	192	23.2
Two or More Races	24	2.9
Pacific Islander	2	0.2
White	18	2.2

Conclusions based on this data:

1. Quimby Oak supports a diverse student population, enrolling students of diverse needs and race/ethnicity.

2. 29.6% of students attending Quimby Oak are Socioeconomically Disadvantaged. Intentional supports for Quimby's students and families are necessary in order to provide a well-rounded program that address the needs of all learners.

3. Just over 62% of the school's enrollment by Race/Ethnicity identifies as Asian. This is the largest subgroup on our campus.

School and Student Performance Data
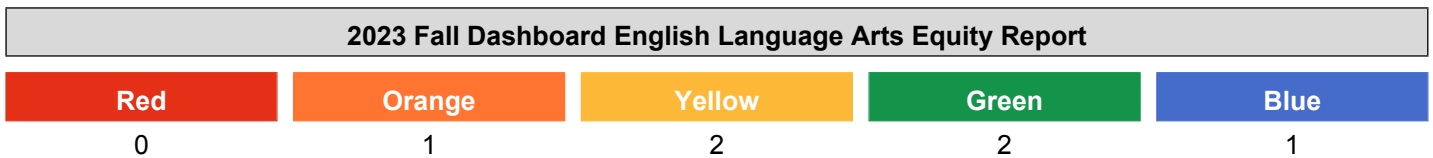
Overall Performance

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Quimby Oak Middle School's ELA and Math data demonstrates evidence of a strong academic foundation and successful program supporting student achievement to meet and exceed content standards.

2. Chronic Absenteeism at the middle school level will continue to be an area of focus at Quimby as we continue to ensure that families have all of the supports necessary to assist them in regularly having their child report to school.

3. Suspension Rates at Quimby Oak are being addressed with the adoption and implementation of a strong Positive Behavioral Interventions and Supports (PBIS) program. Quimby is in its seventh year of PBIS implementation with an intentional focus on restorative practices to address student behavior and increase positive and safe experiences and student engagement at school.

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

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	1

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
Green	Green	No Performance Color
45.6 points above standard	3.2 points below standard	0 Students
Decreased -4 points	Increased +13.2 points	
807 Students	161 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
	0.7 points above standard	86 points below standard
6 Students	Decreased -4.9 points	Increased Significantly +29.9 points
	243 Students	54 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	**Blue**	**Green**
8 Students	1 Student	72.3 points above standard	35.5 points above standard
		Maintained -2.5 points	Decreased Significantly -17.5 points
		513 Students	64 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	37 points above standard	Less than 11 Students	88.1 points above standard
27.3 points below standard	Decreased -7.2 points	2 Students	Increased Significantly +54.9 points
Increased +5.4 points	23 Students		18 Students
179 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
56.1 points below standard	71.1 points above standard	28.3 points above standard
Decreased Significantly -18.8 points	Decreased -13.3 points	Decreased -5.2 points
94 Students	67 Students	323 Students

Conclusions based on this data:

1. Quimby is above standard by 45.6 points in ELA, however has decreased four points from last year.

2. English Learner, Students with Disabilities, and Hispanic student subgroups have increased in ELA proficiency.

3. Reclassified English Learners continue to show the most growth in ELA performance data with 71.1 points above standard.

School and Student Performance Data
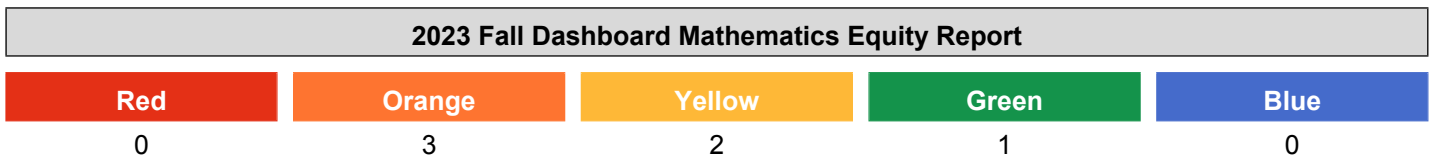
Academic Performance
Mathematics

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	2	1	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		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
17.4 points above standard	36.6 points below standard	0 Students
Decreased -8.1 points	Increased +3.9 points	
807 Students	161 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Orange
	43.5 points below standard	119.6 points below standard
6 Students	Decreased -12.6 points	Increased Significantly +23.5 points
	243 Students	54 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
Less than 11 Students

8 Students

American Indian
Less than 11 Students

1 Student

Asian

Green

57.3 points above standard

Decreased -5.1 points

513 Students

Filipino

Yellow

0.8 points below standard

Decreased -4.2 points

64 Students

Hispanic

Orange

89.2 points below standard

Decreased -5.4 points

179 Students

Two or More Races
15.3 points above standard

Decreased -10.9 points

23 Students

Pacific Islander
Less than 11 Students

2 Students

White
47.9 points above standard

Increased Significantly +56.9 points

18 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
87 points below standard

Decreased Significantly -29.3 points

94 Students

Reclassified English Learners
34.1 points above standard

Decreased -8.1 points

67 Students

English Only
7.9 points below standard

Maintained -2.8 points

323 Students

Conclusions based on this data:

1. Overall, Quimby students scored 17.4 points above standard in mathematics.

2. English Learner and Students with Disabilities have increased in mathematics proficiency.

3. More work is needed to improve the performance levels of Socioeconomically Disadvantaged, Student with Disabilities, and Hispanic students in mathematics.

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.

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

This section provides 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

English Learner Progress
Orange
58.1% making progress towards English language proficiency
Number of EL Students: 93 Students
Performance Level: 4
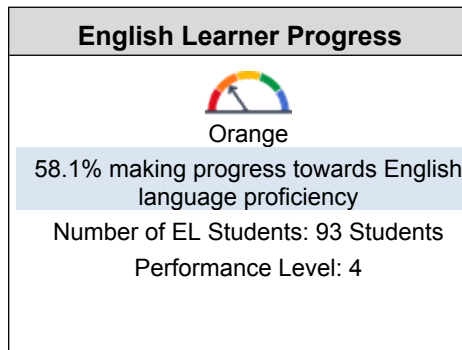
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
15	24	11	43

Conclusions based on this data:

1. Quimby English Learner progress is 58.1 points above standard in making progress towards English language proficiency.

2. 43 English Learners progressed at least one ELPI level.

3. 15 English learners decreased one ELPI level.
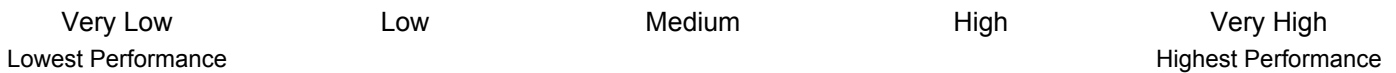
School and Student Performance Data

Academic Performance
College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
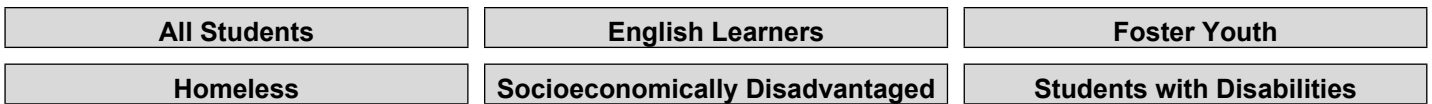
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

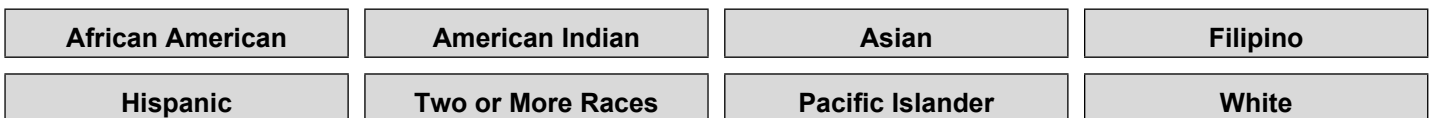| Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

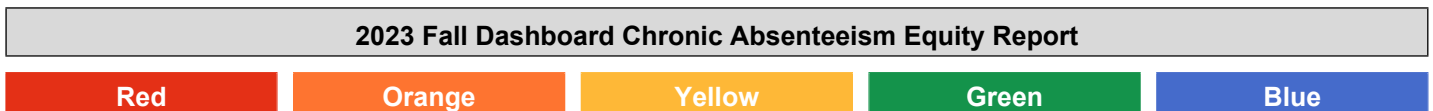## Academic Engagement
Chronic Absenteeism

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				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	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
10.3% Chronically Absent	11% Chronically Absent	0 Students
Declined -2.2	Declined -0.6	
856 Students	154 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
21.4% Chronically Absent	Red	Red
0	20.2% Chronically Absent	32.3% Chronically Absent
14 Students	Increased 2	Increased 2.7
	267 Students	62 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	Less than 11 Students 1 Student	Green 2.8% Chronically Absent Declined -1.6 531 Students	Green 4.6% Chronically Absent Declined -7.7 65 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 29.8% Chronically Absent Declined Significantly -6.2 205 Students	12.5% Chronically Absent Increased 6 24 Students	Less than 11 Students 2 Students	5.3% Chronically Absent Declined -10.7 19 Students

Conclusions based on this data:

1. Chronic absenteeism as a whole has held steady at Quimby. Chronic absenteeism has declined in English Learner, Asian, Filipino, Hispanic, and White subgroups. With constant communication to families about the importance of attending school regularly, holding attendance meetings with the school counselor, school social worker, and Assistant Principals; it is our hope that families and students will see the value in education and attendance will improve in the coming years.

2. Our Asian and Filipino subgroup of students are continuing to do well.

3. Hispanic is our highest subgroup of students who are demonstrating chronic absenteeism. There is a need to do a root cause analysis with the teachers and students to see what measures need to be put in place to produce a rise in attendance with these students.
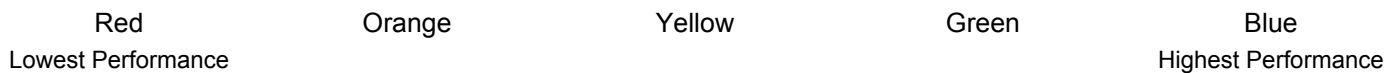
School and Student Performance Data

Academic Engagement
Graduation 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.

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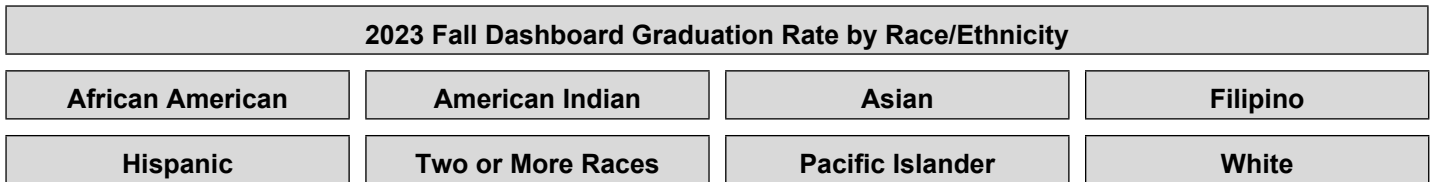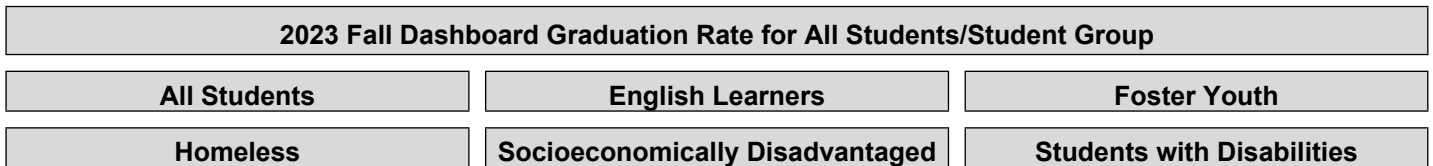
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

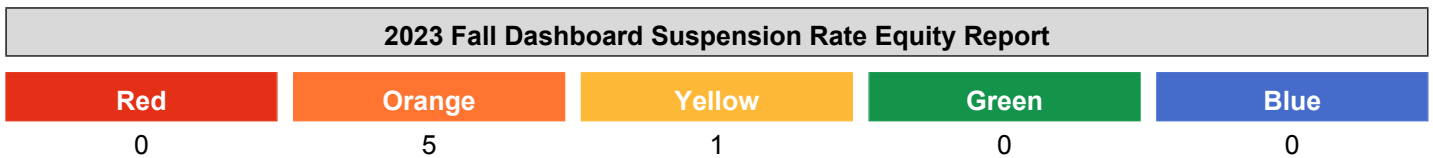## Conditions & Climate
Suspension Rate

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	5	1	0	0

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3.4% suspended at least one day	3.8% suspended at least one day	0 Students
Increased 1.4	Increased 1.3	
860 Students	156 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Orange	Orange
14 Students	4.5% suspended at least one day	8.1% suspended at least one day
	Increased 0.7	Maintained 0
	269 Students	62 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 1 Student	Yellow 1.5% suspended at least one day Increased 0.8 533 Students	Orange 4.6% suspended at least one day Increased 3.1 65 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 6.8% suspended at least one day Increased 1.4 206 Students	0% suspended at least one day Declined -3.2 24 Students	Less than 11 Students 2 Students	10.5% suspended at least one day Increased 10.5 19 Students

Conclusions based on this data:

1. The number of suspensions at Quimby Oak overall is generally low. We equate this to the hard work of Restorative Justice and implementation of PBIS at Quimby.

2. There has been a slight increase in suspension of English Learner, Socioeconomically Disadvantaged, Asian, Filipino, Hispanic, and White students.

3. Students with Disabilities subgroup had the most suspensions. Doing a root cause analysis will be able to show us the causes, needed supports, and systems we can put in place to continue to support these students with Restorative measures as well as celebrating their successes.

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.

Conditions for Learning
Quimby Oak Middle School will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

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 California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Quimby Oak Middle School is rated in the orange. While suspensions at Quimby Oak Middle School are very low, the dashboard indicates a need to focus on students that are English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

Students in grades 7-8 are assessed in Math and Language Arts on the CAASPP. At Quimby Oak Middle School, all students scored 55.64% proficient in Math, and 68.95% proficient in Language Arts. Proficiency gaps existed for Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Filipino subgroups in Math. Proficiency gaps existed for Students with Disabilities, Hispanic, Socioeconomically Disadvantaged in Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 58.1% of ELs at Quimby Oak Middle School are making progress towards English language proficiency, putting Quimby Oak Middle School in orange. At Quimby Oak Middle School, 33.96% of ELs scored 4 on the summative ELPAC as well as met i-Ready criteria of at grade level or one grade level below, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At Quimby Oak Middle School, all students scored 55.76% proficient. Proficiency gaps existed for Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, and Filipino subgroups.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 70% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for support for English Learners (19% proficient), Hispanic (41.5% proficient), and Homeless Youth (33%) subgroups. In March of 2024, 64% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated needs for support of English Learners (20% proficient), Hispanic students (27% proficient), and Homeless Youth (33% proficient) subgroups.

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
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.	Include the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA.	
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is orange with 3.4% suspended at least one day. Students with Disabilities - 8.1% (orange) Hispanic - 6.8% (orange) Filipino - 4.6% (orange) Socioeconomically Disadvantaged - 4.5% (orange) English Learners - 3.8% (orange)	The overall suspension rate will decrease by 1% with rates for identified groups decreasing by 2%.
CAASPP ELA	Students in the following sub groups achieved proficiency at lower rates than all students. Students with Disabilities - 16% proficient Socioeconomically Disadvantaged - 49.19% proficient English Learner - 20.75% proficient Hispanic - 37.82% proficient	The proficiency of all subgroups will increase by 5%.
CAASPP Math	Students in the following sub groups achieved proficiency at lower rates than all students. Students with Disabilities - 10% proficient Socioeconomically Disadvantaged - 34.67% proficient English Learner - 17.93% proficient Hispanic - 16.06% proficient Filipino - 46.03% proficient	The proficiency of all subgroups will increase by 5%.
CAST	All students - 55.76% proficient	The proficiency of all students will increase by 5%.
CA Dashboard English Learner Progress	58.1% of English Learners making progress towards English language proficiency.	63.1% of English Learners will make progress towards proficiency.
iReady Reading T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. 41.5% proficient of Hispanic students 33% proficient of Homeless Youth 19% proficient of English Learners	The proficiency of all subgroups will increase by 5%.

iReady Math T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. 33% proficient of Homeless Youth 27% proficient of Hispanic students 20% proficient of English Learners	The proficiency of all subgroups will increase by 5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1.1 Professional Development Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of professional development may include, but are not limited to: strategies for English Learners, Reading and Phonics Instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.	All Students	3160.90 Supplemental Fund 1000-1999: Certificated Personnel Salaries ILT Department Leadership Team
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.	EL students Students below grade level Students with behavior that impedes learning.	1,624.14 Title III 4000-4999: Books And Supplies Classroom Supplies - Hands on content material (Math, ELA, Science, SS/History, ELD) 1,313 Supplemental Fund 4000-4999: Books And Supplies Classroom Supplies 200.00 Title III 4000-4999: Books And Supplies Special Services Classroom Supplies 1000.00 Supplemental Fund 4000-4999: Books And Supplies Special Services Classroom Supplies 1400.00 General Fund 5000-5999: Services And Other Operating Expenditures IXL

				4,791.24 General Fund 4000-4999: Books And Supplies Math 180 313.91 General Fund 4000-4999: Books And Supplies Fountas & Pinnell 3483.45 Supplemental Fund 1000-1999: Certificated Personnel Salaries Lobos Ignite
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in all subjects.	All Students ELs Students below grade level Students with behavior that impedes learning.		4505 Title III 4000-4999: Books And Supplies English 3D Curriculum
1.4	Strategy 1.4 Facility Maintenance Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All Students		15,000.00 General Fund 5000-5999: Services And Other Operating Expenditures Custodial Supplies and Materials 1000.00 General Fund 5000-5999: Services And Other Operating Expenditures Campus Beautification 500.00 General Fund 4000-4999: Books And Supplies Emergency Preparedness Supplies
1.6				

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.

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

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.

> **Engagement**
> Quimby Oak Middle School will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Evergreen School District will increase student, parent, and community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

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.

> Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.
>
> The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Quimby Oak Middle School is rated in the yellow with 10.3% of students chronically absent. The dashboard indicates a need to focus on students that are Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Hispanic.
>
> Suspension rate indicates the amount of engagement that students have at school. Quimby Oak Middle School is rated orange on the California School Dashboard. While suspensions at Quimby Oak Middle School are very low, the dashboard indicates a need to focus on students that are English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
>
> According to the PowerSchool Incident Management Report, there were 196 referrals to the office. Other means of correction (OMC) were used as a consequence in 86% of those incidents. The report indicated a need to focus on students that are Hispanic (47.4%).
>
> In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 7-8. Results of that survey indicate that 94.87% of staff, 83.22% of students, and 66.67% of the community are familiar or very familiar with school wide rules.

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
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is yellow with 10.3% chronically absent. 20.2% of Students Socioeconomically Disadvantaged (red) 32.3% of Student with Disabilities (red) 29.8% of Hispanic Students (yellow) 11% of English Learners (yellow)	The overall rate of students that are chronically absent will decrease by 3%, with rates for identified groups decreasing by 3%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is orange with 3.4% suspended at least one day. 8.1% of Students with Disabilities (orange) 6.8% of Hispanic Students (orange) 4.6% of Filipino Students (orange) 4.5% of Socioeconomically Disadvantaged (orange) 3.8% of English Learners (orange) 1.5% of Asian Students (yellow)	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.
PowerSchool Incident Management	86% of all office referrals resulted in OMC from August 2023 to April 2024 in PowerSchool. Student groups that were referred disproportionately included: 47.4% of Hispanic students	89% of all office referrals will result in OMC from August 2024 to April of 2025. Student group that was referred disproportionately will decrease in office referrals as follows: 42.4% of Hispanic subgroup
EESD Safety Survey	In fall 2023, 94.87% of staff are familiar or very familiar with the school wide rules. 83.22% of students are familiar or very familiar with the school wide rules. 66.67% of community are familiar or very familiar with the school wide rules.	In fall 2024, 100% of staff will be familiar or very familiar with the school wide rules. 100% of students will be familiar or very familiar with the school wide rules. 70% of community will be familiar or very familiar with the school wide rules.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting	All Students	4,400.00 General Fund 1000-1999: Certificated Personnel Salaries PBIS Hours 2322.30 General Fund

	students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies.		1000-1999: Certificated Personnel Salaries Friday School (18 sessions x 2 hrs) 1500.00 Supplemental Fund 4000-4999: Books And Supplies PBIS Resources and Supplies 1000.00 Supplemental Fund 4000-4999: Books And Supplies Campus Beautification 500.00 Supplemental Fund 4000-4999: Books And Supplies Student Center 800.00 Supplemental Fund 4000-4999: Books And Supplies Wellness Wednesday 4000.00 Supplemental Fund 5000-5999: Services And Other Operating Expenditures PD PBIS/Restorative Justice 4000.00 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures PD/Assembly SEL for Students 954.00 General Fund 1000-1999: Certificated Personnel Salaries Leadership OT Hours (18 hrs OT) 1673.99 General Fund 3000-3999: Employee Benefits Employee Benefits
2.2	Strategy 2.2 Family Engagement

In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights. | All Students | 2500.00 Supplemental Fund 4000-4999: Books And Supplies Supplies for school events (Honors, Grad, etc) 1500.00 General Fund 4000-4999: Books And Supplies Supplies for Parent Involvement Events (Promotion, etc.) |

			1005.00 General Fund 4000-4999: Books And Supplies Office supplies and materials 5000.00 General Fund 5000-5999: Services And Other Operating Expenditures Copier Maintenance 1000.00 Supplemental Fund 4000-4999: Books And Supplies School Events for Families
2.3	Strategy 2.3 Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.	All Students	0.00
2.4	Strategy 2.4 Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons. Students will have the opportunity to participate in a variety of enrichment activities during lunch and outside of school hours. Activities may include, but are not limited to: Artisans Club, collaborations with local high school groups, and teacher led clubs.	All Students	8064.00 General Fund 1000-1999: Certificated Personnel Salaries SEAT Hours (125 hrs OT) 1742.32 General Fund 3000-3999: Employee Benefits Employee Benefits
2.5	Strategy 2.5 Sports Sports are offered year round, after school.	All Students	25,014 General Fund 1000-1999: Certificated Personnel Salaries Coaching Stipends (Certificated) 7,531 General Fund 2000-2999: Classified Personnel Salaries Coaching Stipends (Classified) 3,500 General Fund 4000-4999: Books And Supplies Uniforms, supplies, and equipment 500.00 General Fund 5000-5999: Services And Other Operating Expenditures League Fees

			5000.00 General Fund 5000-5999: Services And Other Operating Expenditures Busses 5455.00 General Fund 5000-5999: Services And Other Operating Expenditures Referees
2.6	Strategy 2.6 Electives Quimby Oak offers a variety of electives to enrich student academic and personal learning. Creativity and presentation are two incredibly valuable skills in the modern world. In these classes, students are challenged to learn a variety of skills, learn more about themselves and their fellow students, and learn the rich histories of art, music, or technology.	All Students	7,500.00 General Fund 4000-4999: Books And Supplies Electives 600.00 General Fund 5000-5999: Services And Other Operating Expenditures Drama License 2580.33 Supplemental Fund 1000-1999: Certificated Personnel Salaries Drama (40 hrs OT) 1935.25 Supplemental Fund 1000-1999: Certificated Personnel Salaries Yearbook (30 hrs OT) 500.00 Supplemental Fund 4000-4999: Books And Supplies Lobo Advisory 2423.00 Supplemental Fund 3000-3999: Employee Benefits Employee Benefits

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.

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Outcomes
Students at Quimby Oak Middle School will progress towards proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

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.

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

The California School Dashboard utilizes student scores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 7-8 are assessed in Math and Language Arts on the CAASPP.

Quimby Oak Middle School scored green in Math because students decreased their proficiency levels. Quimby Oak Middle School scored green in Language Arts because students decreased their proficiency levels.

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At Quimby Oak Middle School, all students scored 55.76% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 70% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 64% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	68.95% of all students are proficient	73.95% of all students will be proficient
CAASPP Math Results	55.64% of all students are proficient	60.64% of all students will be proficient
CAST Results	55.76% of all students are proficient	60.76% of all students will be proficient
iReady Reading T3 Diagnostic	70% of all students are proficient	75% of all students will be proficient
iReady Math T3 Diagnostic	64% of all students are proficient	69% of all students will be proficient

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy 3.1 Effective Learning Environments In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, and overtime for staff to complete projects that are outside of their working hours.	All Students	10,000 General Fund 4000-4999: Books And Supplies Classroom Supplies (Math, ELA, Science, SS/History) 2,700.00 Supplemental Fund 4000-4999: Books And Supplies PE Classroom Supplies 600.00 General Fund 4000-4999: Books And Supplies Specialty PE (Dance, Wrestling, Volleyball) 1590.00 General Fund 1000-1999: Certificated Personnel Salaries Middle School Scheduling 500.00 General Fund 4000-4999: Books And Supplies Library Books and Supplies 18,300 Supplemental Fund 4000-4999: Books And Supplies Classroom Budgets 900.53 Supplemental Fund 4000-4999: Books And Supplies Office Supplies - Tech Closet 2000.00 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Computer Repairs 345.67 General Fund 3000-3999: Employee Benefits Employee Benefits
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks,	All Students	5805.74 General Fund 1000-1999: Certificated Personnel Salaries Site Director (90 hrs OT) 1262.18 General Fund

| | Equity Walks, Instructional Rounds, release time for collaboration, and peer classroom observations. | | 3000-3999: Employee Benefits Employee Benefits |

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.

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

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.

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

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

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

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.

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$186,795.95
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 ($)
Title III	$6,329.14

Subtotal of additional federal funds included for this school: $6,329.14

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 ($)
	$0.00
General Fund	$124,870.35
Supplemental Fund	$55,596.46

Subtotal of state or local funds included for this school: $180,466.81

Total of federal, state, and/or local funds for this school: $186,795.95

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
Title III	6329.14	0.00
Supplemental Fund	55596.46	0.00
General Fund	124870.35	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	124,870.35
Supplemental Fund	55,596.46
Title III	6,329.14

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	59,309.97
2000-2999: Classified Personnel Salaries	7,531.00
3000-3999: Employee Benefits	7,447.16
4000-4999: Books And Supplies	68,552.82
5000-5999: Services And Other Operating Expenditures	39,955.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	General Fund	48,150.04
2000-2999: Classified Personnel Salaries	General Fund	7,531.00
3000-3999: Employee Benefits	General Fund	5,024.16

4000-4999: Books And Supplies	General Fund	30,210.15
5000-5999: Services And Other Operating Expenditures	General Fund	33,955.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	11,159.93
3000-3999: Employee Benefits	Supplemental Fund	2,423.00
4000-4999: Books And Supplies	Supplemental Fund	32,013.53
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	4,000.00
4000-4999: Books And Supplies	Title III	6,329.14

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,291.64
Goal 2	104,500.19
Goal 3	44,004.12

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Ginger Gaeta	Principal
Mallory Sloniker	Other School Staff
Meera Gupta	Classroom Teacher
Kerry Ferrari	Classroom Teacher
Emilie Wu	Classroom Teacher
Susan Mills-Gabler	Other School Staff
Jagrup Kahlon	Parent or Community Member
Kishore Emmadi	Parent or Community Member
Christopher Roberts	Parent or Community Member
Sreenivas Andra	Parent or Community Member
Gurleen Kaur	Secondary Student
Jahnoah-Ezekiel Solchaga	Secondary Student
Aarya Praveen	Secondary Student
Loan Dinh	Other School Staff
Mary Votran	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/4/23.

Attested:

Principal, Ginger Gaeta on 5/7/24
SSC Chairperson, Christopher Roberts on 5/7/24

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:
    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
        1. The comprehensive needs assessment of the entire school shall:
            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.
                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
    B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Diagnostic Results

i-Ready

School	QUIMBY OAK MIDDLE SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: **805/830**
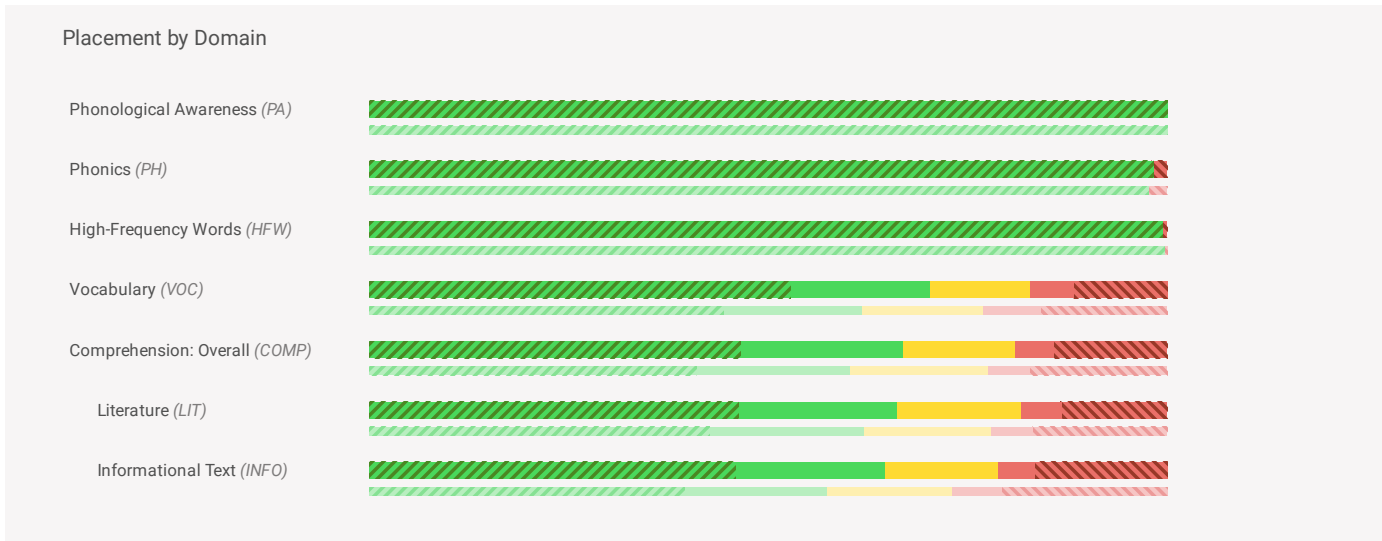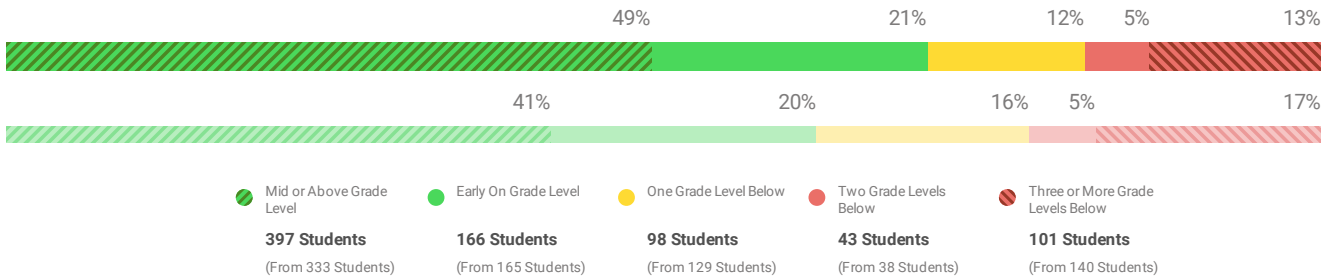
49%	21%	12%	5%	13%

41%	20%	16%	5%	17%

⬬ Mid or Above Grade Level	🟢 Early On Grade Level	🟡 One Grade Level Below	🔴 Two Grade Levels Below	⬬ Three or More Grade Levels Below
397 Students	**166 Students**	**98 Students**	**43 Students**	**101 Students**
(From 333 Students)	(From 165 Students)	(From 129 Students)	(From 38 Students)	(From 140 Students)

Placement by Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Overall *(COMP)*
- Literature *(LIT)*
- Informational Text *(INFO)*

Switch Table View	Choose to Show Results By						
Placement Summary	**Grade**						*Showing 2 of 2*
Grade	Overall Grade-Level Placement	⬬	🟢	🟡	🔴	⬬	Students Assessed/Total
Grade 7	Diagnostic 3	52%	17%	12%	6%	12%	405/419
	Diagnostic 1	43%	20%	14%	5%	18%	
Grade 8	Diagnostic 3	46%	24%	13%	4%	13%	400/411
	Diagnostic 1	40%	21%	18%	5%	17%	

Diagnostic Results

i-Ready

School	QUIMBY OAK MIDDLE SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: **804/830**
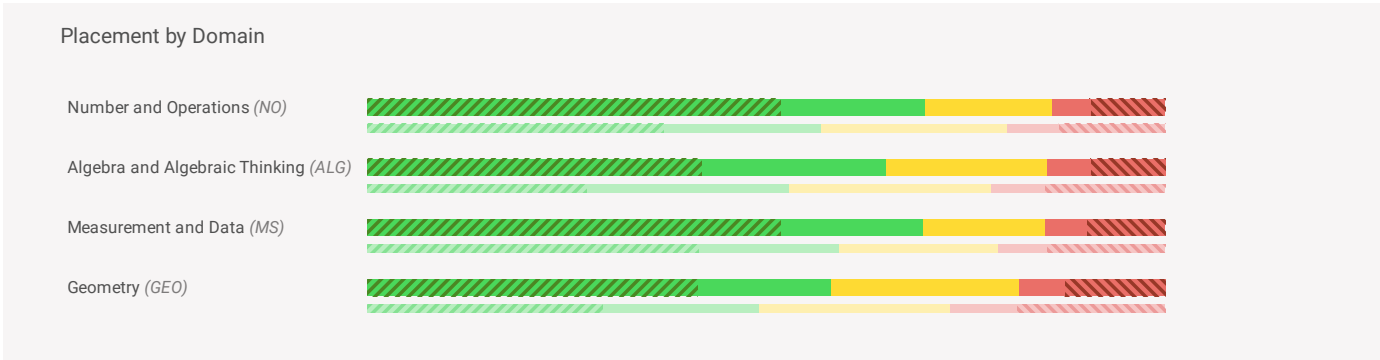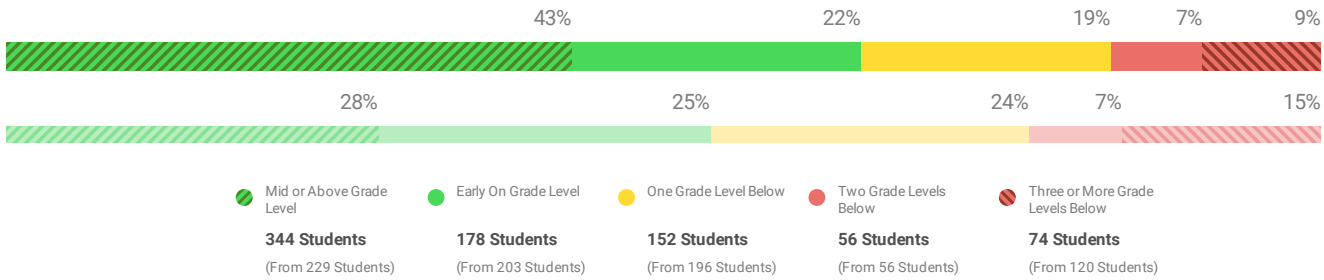
43%   22%   19%   7%   9%

28%   25%   24%   7%   15%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
344 Students	**178 Students**	**152 Students**	**56 Students**	**74 Students**
(From 229 Students)	(From 203 Students)	(From 196 Students)	(From 56 Students)	(From 120 Students)

Placement by Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*

Switch Table View	Choose to Show Results By							
Placement Summary	**Grade**							*Showing 2 of 2*
Grade		Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade 7	Diagnostic 3		44%	23%	18%	8%	8%	405/419
	Diagnostic 1		29%	27%	25%	6%	12%	
Grade 8	Diagnostic 3		42%	21%	20%	6%	11%	399/411
	Diagnostic 1		28%	23%	24%	8%	18%	

Parent Involvement Policy

The schoolwide programs at Quimby Oak Middle School shall involve parents, community and staff in collaborative activities that assist parents in acquiring a clear understanding of Quimby Oak Middle School academic expectations, provide opportunities for parents to sharpen their skills in assisting their child to achieve academic success, and involve parents in pertinent decisions crucial to their child's academic growth and development. Parents will be encouraged to be empowered decision-makers and leaders in our school and community.

1. The Quimby Oak Middle School Site Council will review schoolwide programs each spring and provide input on categorical program needs and assessment data.

2. The parents participating in the School Site Council will elect a parent representative to the District Advisory Committee (DAC). All DAC representatives will receive written notification regarding the time and location of the meetings.

3. Every November, Student-Parent-Teacher conferences take place. The parent, student, and teachers will build and sustain a partnership to help the students achieve high standards.

4. Notices and the weekly Lobo Lowdown Newsletter will be offered in English, Spanish and Vietnamese whenever possible. All workshops will offer translation into Spanish and Vietnamese, as needed and when available. Additional languages will be accommodated as needed.

5. An ongoing process assessing student progress during the school year and communicating with parents will occur through parent conferences, iReady Diagnostic Reports, report cards, letters and year-end assessment reports.

6. Quimby Oak Middle School English Learners Advisory Committee (ELAC) will be formed with the majority of its parent representatives elected by parents of participating students in the ELD program. This committee will continue to involve parents with ongoing planning and evaluation opportunities for the ELL students. New members will be recruited and trained regularly to help in the decision-making process. The committee will meet a minimum of four times annually.

7. ELAC members will elect a parent representative to the District English Learners Advisory Committee (DELAC.) All DELAC parent representatives will receive written notification regarding the time and location of the DELAC meetings.

8. Parents will continue to be a major part of the decision-making process during the Student Study Team, IEP, and/or 504 meetings. Parents will be requested to attend and provide input regarding their child's progress and will help in planning strategies and activities to assure their child's success in school.

9. An annual survey (Youth Truth) will be conducted in January (when applicable) of each year that includes feedback from staff, parents and students about the needs, concerns, and commendations of the school.

10. Parents are invited to participate in various school activities and gatherings including after school activities (sports events and dances), Academic Honors Nights (Fall and Spring), classroom exhibitions, and various parent information nights (#ICanHelp, SJPD Cyber Awareness & Drug Prevention, Back to School Night, Parent Orientation, iReady Parent Information Workshop, LSI Parent Night and Building Resilience in Middle School Students Training).

Quimby Oak Intermediate School
San Jose, California

School Year	Number of Responses	Date Completed
2023-24	52	3/6/2024

Current Status				Feature	Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Schoolwide	High	Med	Low	n
88%	12%	N/A	52	**1. Team Composition:** In my school, a team exists for schoolwide social-emotional-behavior support, planning, and problem solving and the school administrator is an active member of the team.	7%	22%	72%	46
90%	8%	2%	52	**2. Behavior Expectations:** My school has five or fewer positively stated behavioral expectations and/or rules defined and in place (i.e., school matrix).	9%	26%	65%	46
81%	17%	2%	52	**3. Teaching Expectations:** My school has documented and distributed lesson plans and schedule for teaching expected behaviors.	15%	28%	57%	46
73%	23%	4%	52	**4. Feedback and Acknowledgment:** My school has a documented system for acknowledging and providing feedback for expected student behaviors (e.g., verbal statements, reinforcers) that is linked to schoolwide expectations and used across settings.	13%	34%	53%	47
75%	23%	2%	52	**5. Behavior Definitions:** My school has clear descriptions for behaviors that interfere with academic and/or social success and clear definitions between administrator-supported and staff-supported behaviors.	17%	26%	57%	47
67%	31%	2%	52	**6. Response to Behavior:** My school has a documented system (e.g., flowchart) for responding to behaviors that interfere with academic and/or social successes that is linked to schoolwide expectations and used across settings.	17%	35%	48%	48
65%	31%	4%	52	**7. Professional Development System:** My school has a documented process for orienting all staff and providing ongoing professional development on the schoolwide behavior support system.	11%	37%	52%	46
54%	38%	8%	52	**8. Professional Development Content:** My school has provided professional development on the four core Tier 1 PBIS practices: a) teaching schoolwide expectations, b) acknowledging expected behavior, c) responding to behavior errors, and d) requesting assistance.	15%	35%	50%	46
67%	31%	2%	51	**9. Staff Involvement:** In my school, all staff have an opportunity to provide input on core practices (e.g., teaching schoolwide expectations, acknowledging expected behavior, responding to behavior errors, requesting assistance) at least annually.	11%	37%	52%	46
84%	14%	2%	51	**10. Student / Family / Community Communication:** My school has a documented process for informing students, families and members of the school community about expected student behaviors at school (e.g., newsletters, brochures, website).	9%	30%	61%	46
68%	28%	4%	50	**11. Student / Family / Community Engagement:** My school seeks input on core practices (e.g., teaching schoolwide expectations, acknowledging expected behavior, responding to behavior errors) from students, families and members of the school community at least annually.	7%	39%	55%	44

66%	26%	8%	50	**12. Behavior Data System:** My school has a system for collecting social-emotional-behavioral data and summarizing patterns of student behavior.	17%	30%	52%	46
57%	37%	6%	49	**13. Data-based Decision Making:** In my school, data summarizing patterns of social-emotional-behavioral data is regularly shared with staff (minimum three times a year) for active decision making and action planning.	13%	40%	47%	45
63%	33%	4%	51	**14. Fidelity Data:** In my school, Tier 1 implementation fidelity data (e.g., classroom observations/walk-throughs, SAS, TFI, BoQ.) and the action plans of the schoolwide behavior support team are shared with staff at least annually.	11%	37%	52%	46
67%	33%	N/A	51	**15. Annual Evaluation:** In my school, data reflecting the effectiveness of Tier 1 practices are shared with staff and relevant stakeholders at least annually, including year-by-year comparisons of outcome data (e.g., percentage of students in tiers, equity data, patterns of social-emotional-behavioral data), in a usable format.	11%	35%	54%	46

Current Status				Feature	Priority for Improvement			
In Place	**Partial in Place**	**Not in Place**	**n**	**Classroom**	**High**	**Med**	**Low**	**n**
88%	8%	4%	52	**1. Behavioral Expectations:** In my classroom, expected student behaviors (e.g., rules) are stated positively, defined clearly, aligned with schoolwide expectations, posted in a way that can be seen from anywhere in the classroom, and explicitly taught to students.	13%	22%	64%	45
85%	15%	N/A	52	**2. Procedures and Routines:** In my classroom, procedures and routines are stated positively, defined clearly, aligned with schoolwide expectations, and explicitly taught to students; procedures and routines are appropriate for age/grade level and context (e.g., content area, instructional practices).	11%	24%	64%	45
77%	21%	2%	52	**3. Feedback and Acknowledgement:** In my classroom, I use the schoolwide system to provide feedback and acknowledgement for expected student behaviors (e.g., verbal statements, reinforcers).	9%	27%	64%	45
75%	24%	2%	51	**4. Response to Behavior:** In my classroom, I use the schoolwide system (e.g., flowchart) for responding to behaviors that interfere with academic and/or social success.	9%	27%	64%	45
92%	8%	N/A	51	**5. Active Supervision:** In my classroom, I engage in active supervision through moving, scanning, and interacting (e.g., precorrects, prompts, feedback) with students.	9%	16%	76%	45
90%	10%	N/A	51	**6. Actively Engage Students:** In my classroom, I use a variety of strategies to increase student opportunities to respond (e.g., turn and talk, guided notes, response cards).	11%	16%	73%	45
86%	14%	N/A	51	**7. Differentiated Instruction:** I use student data to adjust social-emotional-behavioral, and/or academic supports to meet the needs of a wide range of learners.	16%	22%	62%	45

In Place	Partial in Place	Not in Place	n	Feature	High	Med	Low	n
82%	18%	N/A	51	**8. Academic Success:** In my classroom, I monitor each and every student□s progress to ensure academic success on daily assignments, projects, classroom tests, and homework, etc.	14%	18%	68%	44
75%	24%	2%	51	**9. Classroom Professional Development and Support:** I have regular opportunities to access targeted professional development, assistance, and coaching recommendations for my classroom systems (e.g., observation, instruction, performance feedback).	16%	24%	60%	45

Current Status				Feature	Priority for Improvement			
In Place	**Partial in Place**	**Not in Place**	**n**	**Tier 2**	**High**	**Med**	**Low**	**n**
82%	18%	N/A	49	**1. Behavior Support Team:** A Tier 2 team with an administrator as an active member exists, meets regularly, and shares updates with staff.	11%	21%	68%	47
65%	33%	2%	48	**2. Team Procedures:** The Tier 2 team has developed a process for regularly engaging and communicating with staff (e.g., process for gathering staff input, questions, and/or concerns for meeting agendas).	11%	37%	52%	46
73%	18%	8%	49	**3. Student Identification:** The Tier 2 team uses multiple sources of data to identify students who require Tier 2 supports.	13%	28%	60%	47
65%	29%	6%	49	**4. Request for Assistance:** The Tier 2 team has developed a formal process available to all staff, families, and students for requesting additional behavior support.	19%	32%	49%	47
63%	33%	4%	49	**5. Options for Tier 2 Interventions:** The Tier 2 team has a menu of interventions that can be selected and/or adapted to address a variety of student social-emotional-behavior needs (e.g., function of behavior).	17%	34%	49%	47
69%	31%	N/A	49	**6. Access to Tier 1 Supports:** Tier 2 interventions are supplemental and explicitly linked to Tier 1 schoolwide expectations and students participating in Tier 2 interventions also receive Tier 1 supports.	9%	32%	60%	47
58%	31%	10%	48	**7. Professional Development:** Professional development about requesting assistance for students and implementing each Tier 2 intervention is available to staff at least annually.	17%	30%	52%	46
40%	50%	10%	48	**8. Level of Use:** The Tier 2 team routinely shares with staff the proportion of students participating in Tier 2.	22%	43%	35%	46
48%	44%	8%	48	**9. Student Performance Data:** The Tier 2 team routinely monitors and provides updates about the overall progress of students participating in Tier 2 interventions (e.g., monthly or quarterly).	22%	47%	31%	45
57%	27%	16%	49	**10. Fidelity of Implementation:** A formal process exists for monitoring staff implementation of Tier 2 interventions and data about fidelity of implementation is routinely reported.	20%	37%	43%	46

In Place	Partial in Place	Not in Place	n	Feature	High	Med	Low	n
60%	31%	8%	48	**11. Annual Evaluation:** The Tier 2 team shares a summary of yearly data reflecting the effectiveness of Tier 2 practices with staff and other stakeholders, including year-by-year comparisons of outcome data (e.g., students participating, students graduating, students in need of additional support), in a usable format.	11%	42%	47%	45

Current Status				Feature	Priority for Improvement			
In Place	**Partial in Place**	**Not in Place**	**n**	**Tier 3**	**High**	**Med**	**Low**	**n**
64%	28%	8%	50	**1. Tier 3 Systems Planning Team:** A Tier 3 team with an administrator and a member with social-emotional-behavioral expertise meets regularly, and shares updates with staff.	17%	39%	43%	46
54%	40%	6%	50	**2. Team Procedures:** The Tier 3 team has developed a process for regularly engaging and communicating with staff (e.g., process for gathering staff input, questions, and/or concerns for meeting agendas).	13%	43%	43%	46
67%	29%	4%	51	**3. Student Identification:** The Tier 3 team uses multiple sources of data to identify students who require intensive, individualized social-emotional-behavioral support.	15%	38%	47%	47
60%	34%	6%	50	**4. Request for Assistance:** A Tier 3 team uses a formal process available to all staff, families and students requesting additional intensive, individualized social-emotional-behavioral support.	15%	43%	41%	46
63%	31%	6%	51	**5. Options for Tier 3 Intervention:** There is a formal problem-solving process for developing function-based supports to address the social-emotional-behavior needs of individual students.	13%	43%	45%	47
62%	30%	8%	50	**6. Tier 3 Critical Features:** Behavior support plans include or consider a) strategies for prevention, b) teaching, c) responding to behavior based on function, and d) a safety plan.	15%	40%	45%	47
67%	27%	6%	51	**7. Access to Tier 1 and Tier 2 Supports:** Students participating in Tier 3 interventions also receive or have access to Tier 1 and Tier 2 targeted supports.	15%	36%	49%	47
60%	32%	8%	50	**8. Stakeholder Engagement:** Staff, families and students are engaged in planning, implementing and evaluating individualized behavior support plans.	11%	50%	39%	46
65%	29%	6%	51	**9. Professional Development:** Training on function of behavior and implementing function-based individualized supports is available to staff at least annually.	15%	36%	49%	47
69%	27%	4%	51	**10. Generalization and Maintenance:** Individualized function-based behavior support plans include processes to generalize and maintain expected behavior.	6%	40%	53%	47
67%	29%	4%	49	**11. Student Progress Monitoring:** Each student's individual support team has established a formal process for monitoring the progress of students on Tier 3 behavior support plans.	13%	31%	56%	45

52%	30%	18%	50	**12. Level of Use:** Our Tier 3 Team routinely shares with staff the proportions of students participating in Tier 3.	23%	39%	39%	44
61%	27%	12%	51	**13. Fidelity:** A formal process exists for monitoring staff implementation of Tier 3 behavior support plans and routinely sharing fidelity data.	13%	36%	51%	45
56%	32%	12%	50	**14. Annual Evaluation:** The Tier 3 team shares with staff and stakeholders a summary of yearly data reflecting the effectiveness of Tier 3 practices including year-by-year comparisons of outcome data (e.g., students participating, students graduating, students in need of additional support), in a usable format.	16%	38%	47%	45

EVERGREEN SCHOOL DISTRICT
Business Services

General Fund Budget

2024-25

| SCHOOL: | QUIMBY OAK | SITE # | 006 | ALLOCATION: | $ | 77,870.35 |

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	006	
SEAT School Enrichment(required $53 x 125 hours)	010-0000-0	1120	00-1170	1000	006	**23,136**
Substitute Teachers (*paid by site*)	010-0000-0	1150	00-1170	1000	006	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	▉
Other*	010-0000-0		00-1170		006	
21.71% Benefits	010-0000-0	3xx1	00-1170		006	5,024

Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	006	
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	006	
Hourly Clerical	010-0000-0	2460	00-1170	2700	006	
Hourly Health Aide	010-0000-0	2950	00-1170	3140	006	
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	006	
Other*	010-0000-0		00-1170		006	
36.61% Benefits	010-0000-0	3xx2	00-1170		006	-

Supplies (for POs & reimbursements)						
Books	010-0000-0	4200	00-1170	1000	006	
Classroom Supplies	010-0000-0	4310	00-1170	1000	006	35,600
Office Supplies	010-0000-0	4351	00-1170	2700	006	1,005
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170	8100	006	
Equipment $500 -4,999 (*function depends on use*)	010-0000-0	4400	00-1170		006	
Other*	010-0000-0		00-1170		006	

Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0000-0	5210	00-1170	1000	006	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	006	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	006	
Maintenance Repair	010-0000-0	5610	00-1170	8100	006	
Computer Repair	010-0000-0	5611	00-1170	1000	006	
Copier Maintenance (*required = Purchasing PO*)	010-0000-0	5615	00-1170	1000	**006**	5,000
Consultant/Contractors	010-0000-0	5815	00-1170	1000	006	1,000
Software, Subscriptions & Licenses	010-0000-0	5826	00-1170	1000	006	7,105
Field Trip	010-0000-0	5840	00-1170	1000	006	
Other*	010-0000-0		00-1170		006	
Other*	010-0000-0		00-1170			

TOTAL BUDGET | 77,870

should match Allocation

variance: 0

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
Business Services

Title III Budget

2024-25

SCHOOL: **QUIMBY OAK**   SITE # **006**   ALLOCATION: **$ 6,329.14**

3 digits - 0##

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	006	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	006	
Substitute Teachers (*paid by site*)	060-4203-0-	1150	00-1551	1000	006	
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	████
Other*	060-4203-0-		00-1551		006	
21.71% Benefits	060-4203-0-	3xx1	00-1551			-

Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	006	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	006	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	006	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	006	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	006	
Other*	060-4203-0-		00-1551		006	
36.61% Benefits	060-4203-0-	3xx2	00-1551			-

Supplies (for POs & reimbursements)						
Books	060-4203-0-	4200	00-1551	1000	006	
Classroom Supplies	060-4203-0-	4310	00-1551	1000	006	1,824
Office Supplies	060-4203-0-	4351	00-1551	2700	006	
Parts/Supplies M.O.T.	060-4203-0-	4365	00-1551	8100	006	
Equipment $500 -4,999 (*function depends on use*)	060-4203-0-	4400	00-1551		006	
Other*	060-4203-0-		00-1551		006	

Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-4203-0-	5210	00-1551	1000	006	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	006	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	006	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	006	
Computer Repair	060-4203-0-	5611	00-1551	1000	006	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**006**	
Consultant/Contractors	060-4203-0-	5815	00-1551	1000	**006**	
Software, Subscriptions & Licenses	060-4203-0-	5826	00-1551	1000	**006**	4,505
Field Trip	060-4203-0-	5840	00-1551	1000	006	
Other*	060-4203-0-		00-1551		006	

Other*	060-4203-0-		00-1551			

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TOTAL BUDGET   **6,329**

should match Allocation

variance: 0

Statutory Benefits Calculation			
19.10%	STRS (Certificated only)	3101	859
27.80%	PERS (Classfied only)	3202	
6.20%	OASDI (CL)	331X	
1.45%	Medicare (CE & CL)	332X	65
0.05%	State Unemployment (CE & CL)	350X	3
1.11%	Workers Comp (CE & CL)	360X	54
			981

MS Extra Curricular

2024-25

| SCHOOL: | QUIMBY OAK | | SITE # | 015 | ALLOCATION: | $ | | 47,000.00 |

Certificated Salaries (for timesheets)			FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Coaching Stipend			010-0000-0	1910	00-1250	1000	006	20,540
Substitute Teachers (paid by site)			010-0000-0	1150	00-1250	1000	006	
Other*			010-0000-0		00-1250		006	
21.78%	Benefits		010-0000-0	3xx1	00-1250		006	4,474
Classified Salaries (for timesheets)								
Hourly Classroom Aide / Paraprofessional			010-0000-0	2190	00-1250	1000	006	5,540
Other*			010-0000-0		00-1250		006	
35.93%	Benefits		010-0000-0	3xx2	00-1250		006	1,991
Supplies (for POs & reimbursements)								
Classroom Supplies			010-0000-0	4310	00-1250	1000	006	3,500
Equipment $500 -4,999 (function depends on use*)			010-0000-0	4400	00-1250		006	
Other*			010-0000-0		00-1250		006	
Other Services & Operating Costs (for POs & reimbursements)								
Travel/Conference			010-0000-0	5210	00-1250	1000	006	
Conference Registration Fees			010-0000-0	5220	00-1250	1000	006	
Mileage Reimbursement			010-0000-0	5299	00-1250	1000	006	
Dues & Memberships			010-0000-0	5310	00-1250	1000	006	500
Field Trip District Buses			010-0000-0	5720	00-1250	1000	006	5,000
Field Trip			010-0000-0	5840	00-1250	1000	006	
Other*			010-0000-0		00-1250		006	
	Other*		010-0000-0		00-1250			
Consultants/Contractors				5815			6	5,455

				TOTAL BUDGET		**47,000**
						should match Allocation
					variance:	#REF!

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.05%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.18%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
Business Services

Supplemental Site Budget

2024-25

SCHOOL: **QUIMBY OAK** SITE # **006** *3 digits - 0##* ALLOCATION: **$ 55,695.46**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	006	11,160
Hourly Teacher	010-0159-0	1120	00-1590	1000	006	
Substitute Teachers (*paid by site*)	010-0159-0	1150	00-1590	1000	006	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
Other*	010-0159-0		00-1590		006	
21.71% Benefits	010-0159-0	3xx1	00-1590		006	2,423

Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	006	
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	006	
Hourly Clerical	010-0159-0	2460	00-1590	2700	006	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	006	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	006	
Other*	010-0159-0		00-1590		006	
36.61% Benefits	010-0159-0	3xx2	00-1590			-

Supplies (for POs & reimbursements)						
Books	010-0159-0	4200	00-1590	1000	006	
Classroom Supplies /Instructional Supplies Classroo	010-0159-0	4310	00-1590	1000	006	31,113
Office Supplies	010-0159-0	4351	00-1590	2700	006	1,000
Parts/Supplies M.O.T.	010-0159-0	4365	00-1590	8100	006	
Equipment $500 -4,999 (*function depends on use*)	010-0159-0	4400	00-1590		006	
Other*	010-0159-0		00-1590		006	

Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0159-0	5210	00-1590	1000	006	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	006	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	006	
Maintenance Repair	010-0159-0	5610	00-1590	8100	006	
Computer Repair	010-0159-0	5611	00-1590	1000	006	2,000
Copier Maintenance	010-0159-0	5615	00-1590	1000	**006**	
Consultant/Contractors	010-0159-0	5815	00-1590	1000	006	8,000
Software, Subscriptions & Licenses	010-0159-0	5826	00-1590	1000	006	
Field Trip	010-0159-0	5840	00-1590	1000	006	
Other*	010-0159-0		00-1590		006	
Other*	010-0159-0		00-1590			

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Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

TOTAL BUDGET **55,695**

should match Allocation

variance: 0

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/4/23.

Attested:

	Principal, Ginger Gaeta on 5/7/24
	SSC Chairperson, Christopher Roberts on 5/7/24

Q1 What is your current grade?

Answered: 753   Skipped: 1
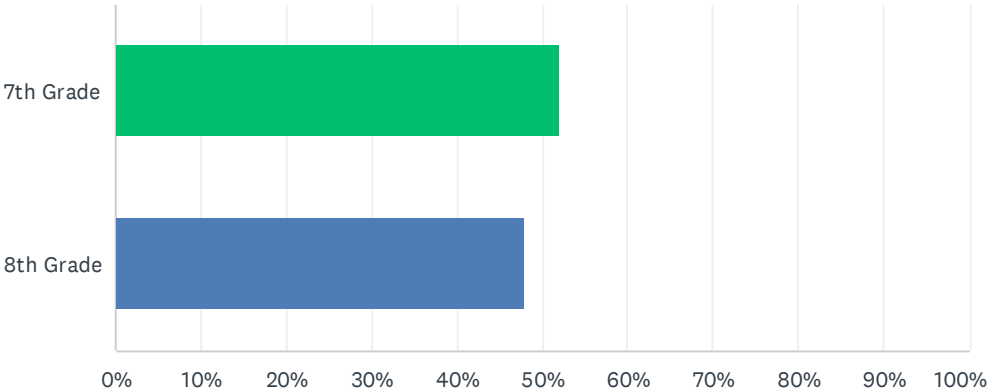
ANSWER CHOICES	RESPONSES	
7th Grade	52.06%	392
8th Grade	47.94%	361
TOTAL		753

Q2 How safe do you feel at school?

Answered: 751   Skipped: 3
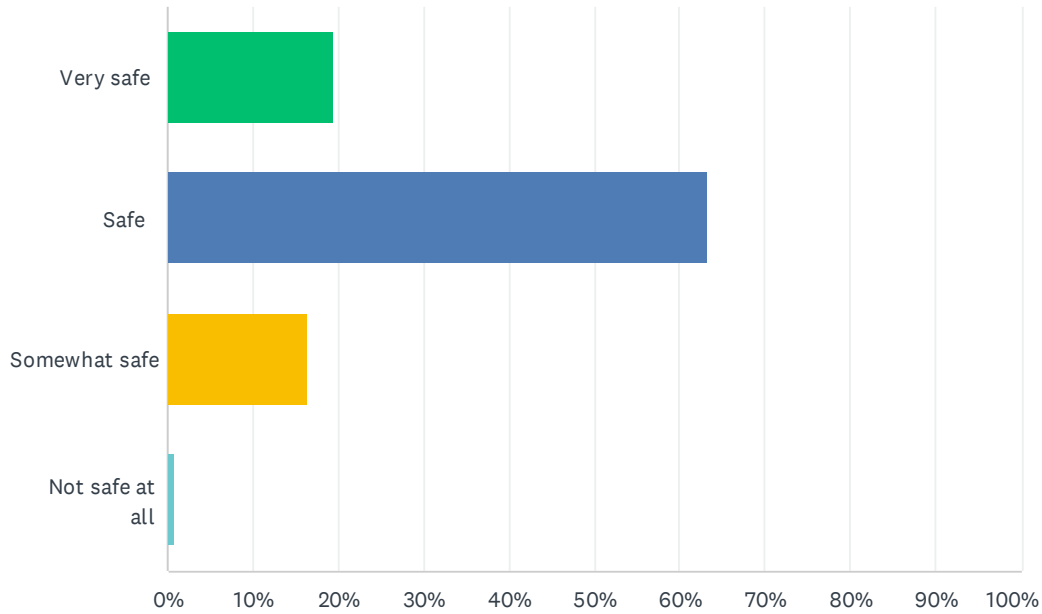
ANSWER CHOICES	RESPONSES	
Very safe	19.44%	146
Safe	63.38%	476
Somewhat safe	16.38%	123
Not safe at all	0.80%	6
TOTAL		751

Q3 How much do you find the following to be a problem at your school?

Answered: 752   Skipped: 2
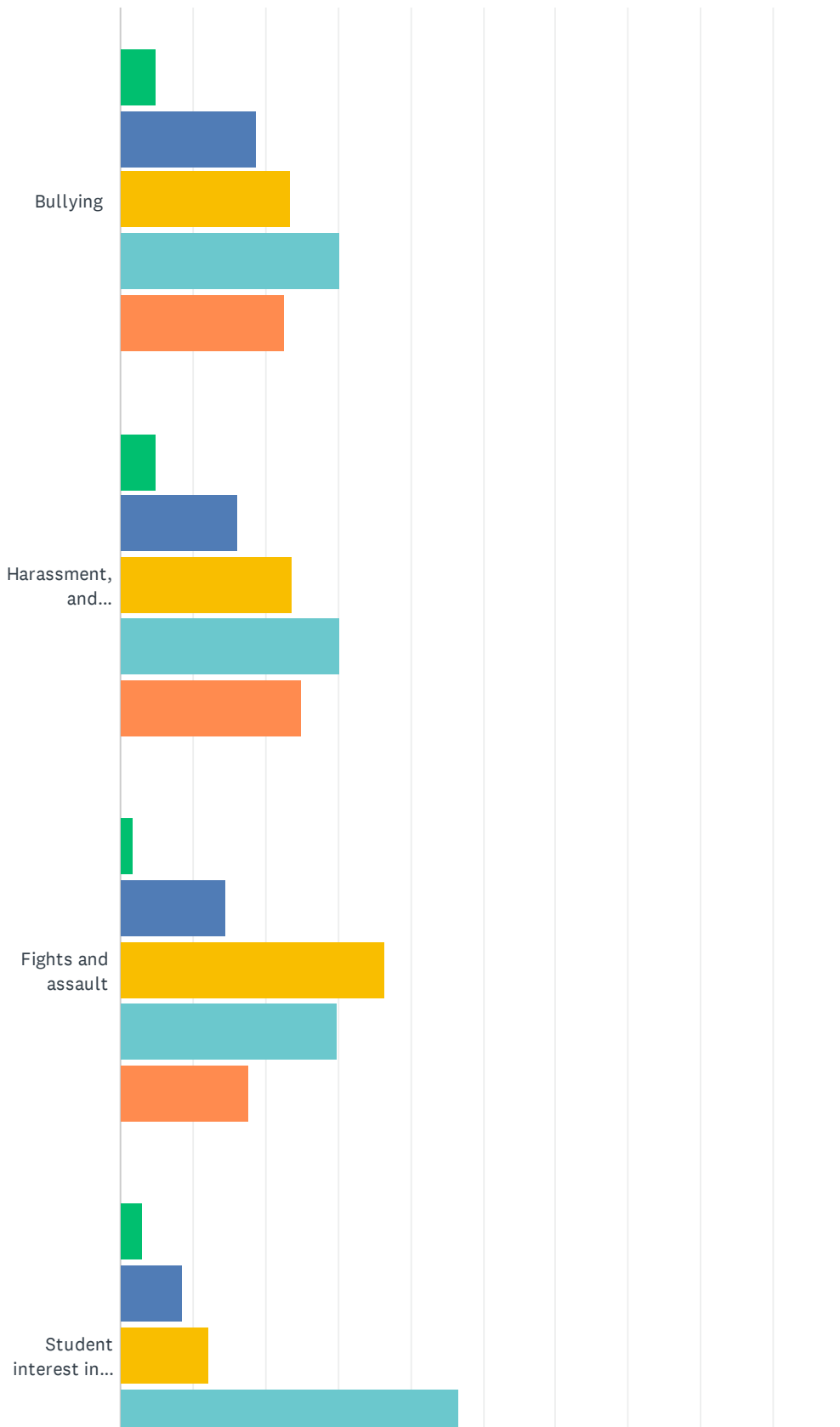
Quimby Oak Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Quimby Oak Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Legend:
- ■ I see this h…
- ■ I see this h…
- ■ I hear other…
- ■ I never hea…
- ■ I don't know
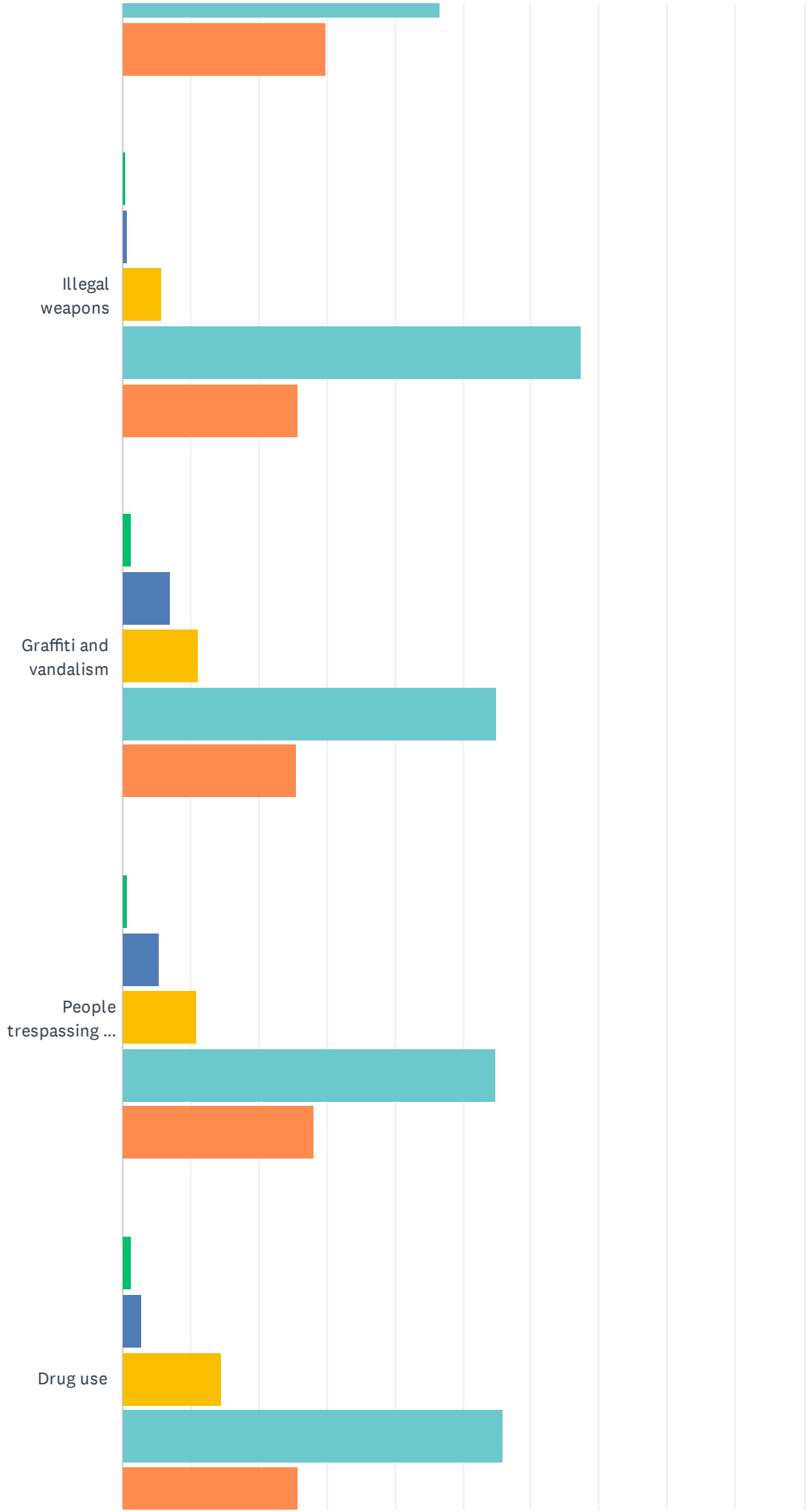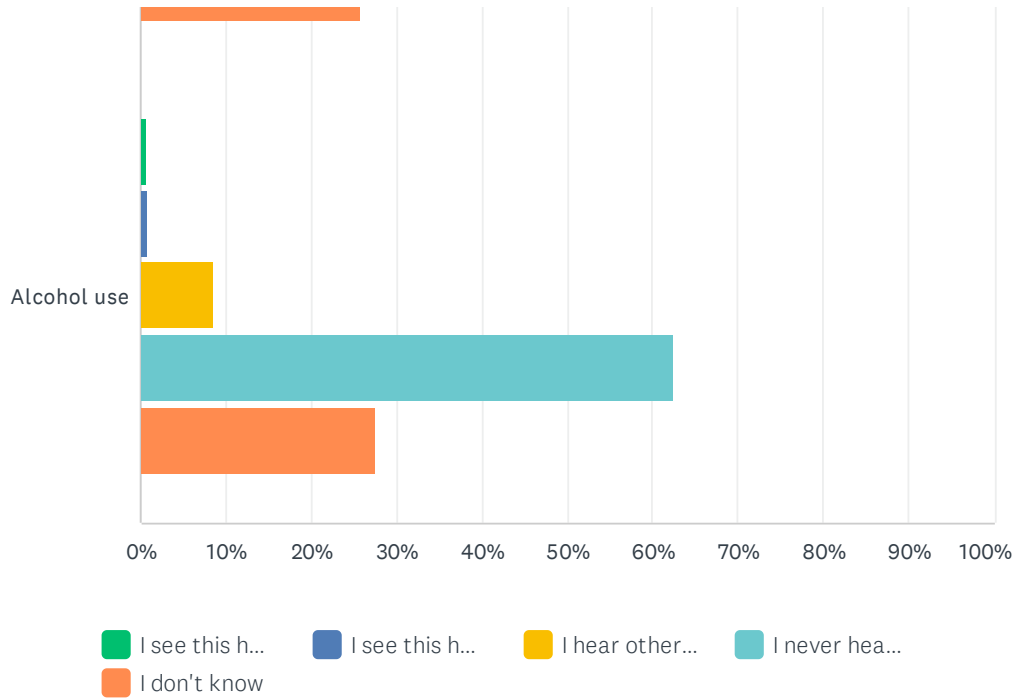
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	4.94% 37	18.69% 140	23.50% 176	30.17% 226	22.70% 170	749
Harassment, and intimidation	4.85% 36	16.15% 120	23.69% 176	30.28% 225	25.03% 186	743
Fights and assault	1.61% 12	14.48% 108	36.46% 272	29.76% 222	17.69% 132	746
Student interest in gangs	2.95% 22	8.45% 63	12.06% 90	46.65% 348	29.89% 223	746
Illegal weapons	0.40% 3	0.54% 4	5.76% 43	67.47% 504	25.84% 193	747
Graffiti and vandalism	1.34% 10	6.94% 52	11.08% 83	55.01% 412	25.63% 192	749
People trespassing on campus	0.67% 5	5.33% 40	10.92% 82	54.86% 412	28.23% 212	751
Drug use	1.20% 9	2.80% 21	14.40% 108	55.87% 419	25.73% 193	750
Alcohol use	0.53% 4	0.93% 7	8.54% 64	62.48% 468	27.50% 206	749

Q4 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 751   Skipped: 3
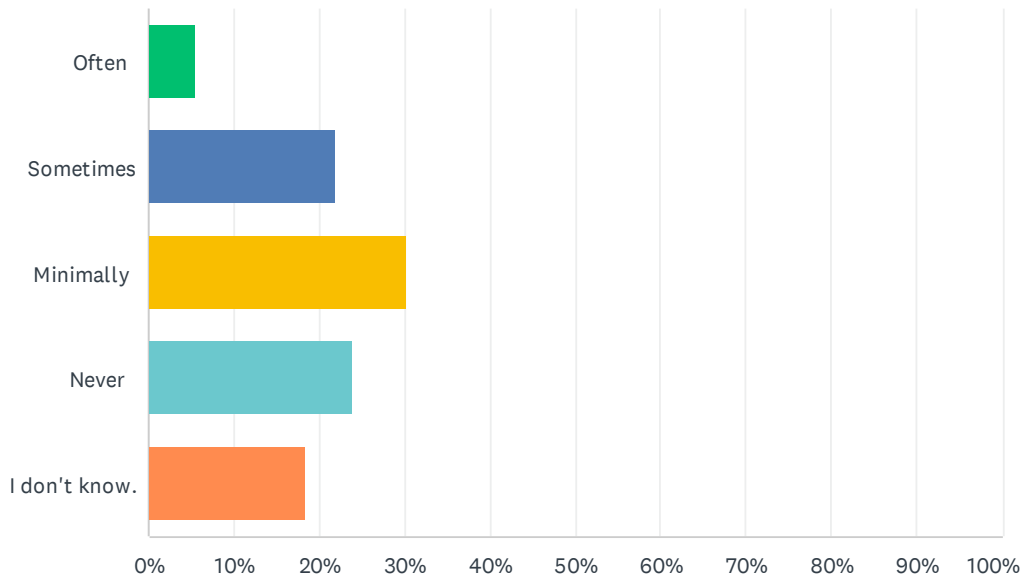
ANSWER CHOICES	RESPONSES	
Often	5.59%	42
Sometimes	21.97%	165
Minimally	30.23%	227
Never	23.83%	179
I don't know.	18.38%	138
TOTAL		751

Q5 Students at this school get put down because of their...

Answered: 752   Skipped: 2
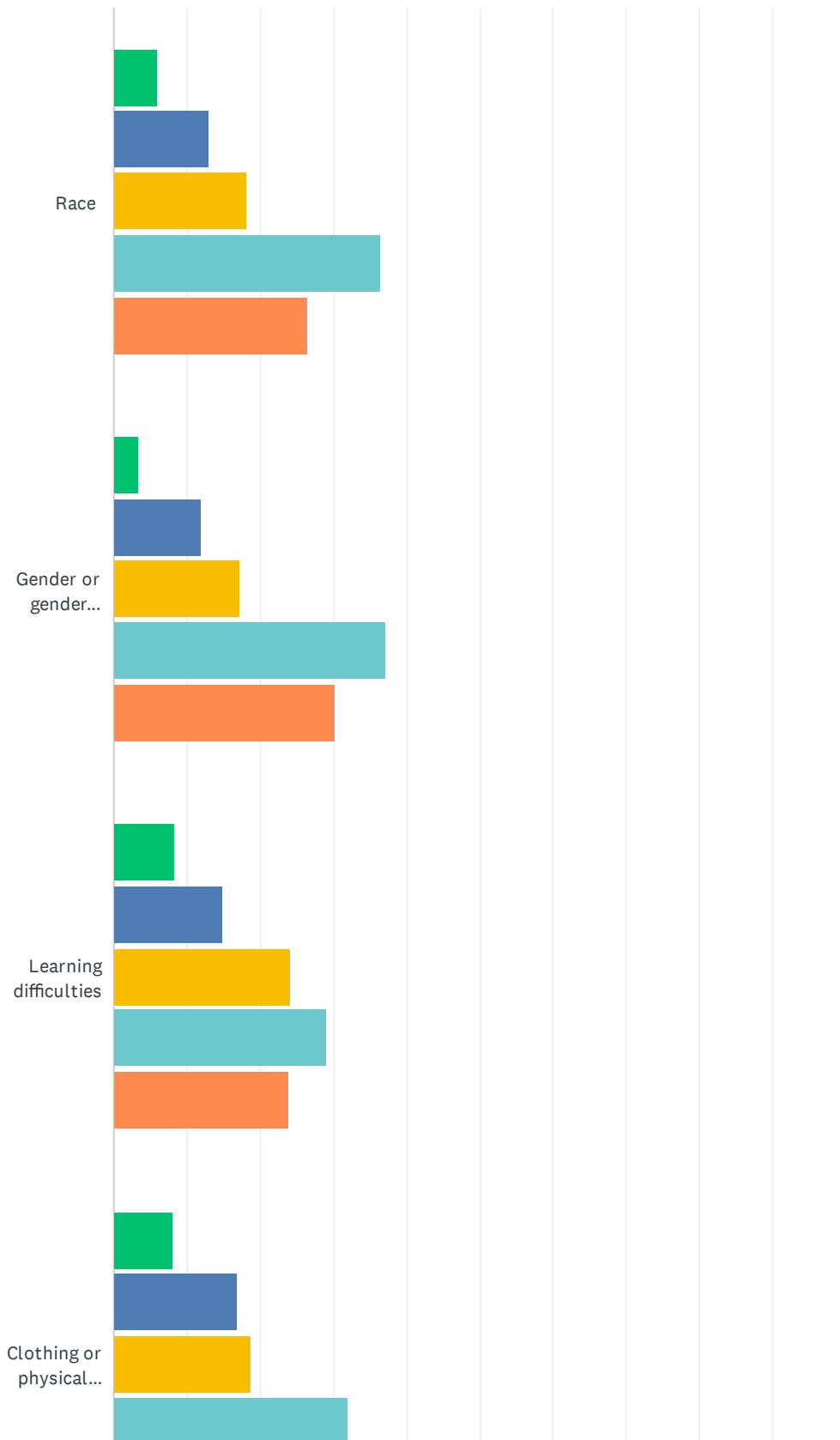
Legend: Often, Sometimes, Minimally, Never, I don't know

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	5.91% 44	13.04% 97	18.15% 135	36.42% 271	26.48% 197	744	3.65
Gender or gender identification	3.49% 26	11.95% 89	17.18% 128	37.05% 276	30.34% 226	745	3.79
Learning difficulties	8.30% 62	14.86% 111	24.10% 180	28.92% 216	23.83% 178	747	3.45
Clothing or physical appearance	8.14% 61	16.82% 126	18.83% 141	32.04% 240	24.17% 181	749	3.47
Religion or cultural practices	2.68% 20	7.76% 58	10.31% 77	50.74% 379	28.51% 213	747	3.95
Sexual orientation	5.09% 38	8.57% 64	10.17% 76	38.02% 284	38.15% 285	747	3.96

Q6 ADULTS at school make fun of differences such as...

Answered: 751   Skipped: 3
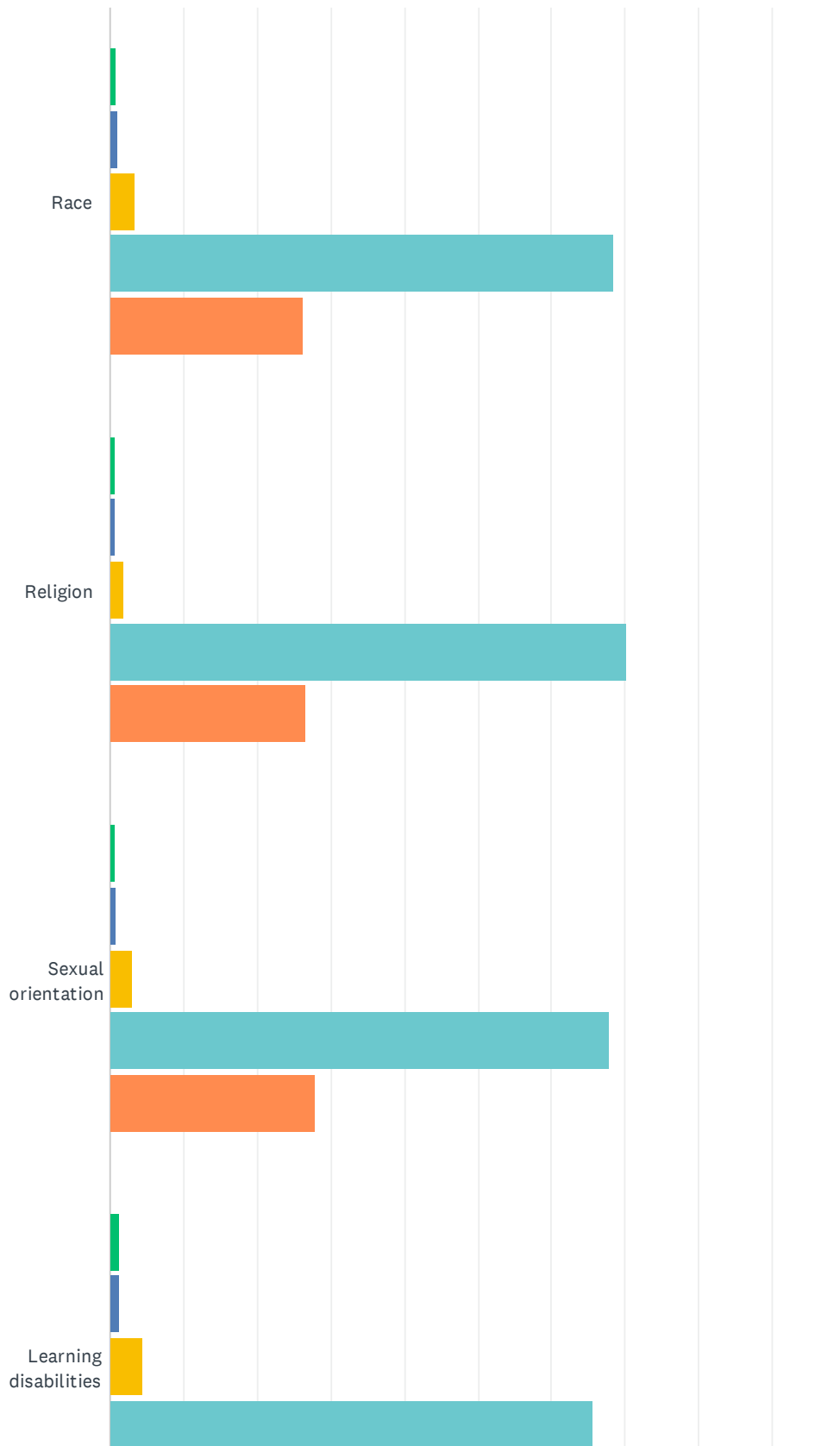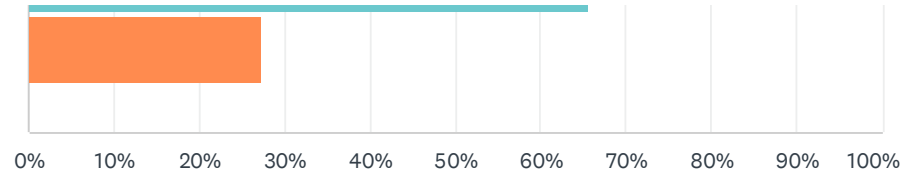
- 🟩 Often
- 🟦 Sometimes
- 🟨 Minimally
- 🟦 Never
- 🟧 I don't know

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.80% 6	1.07% 8	3.47% 26	68.36% 512	26.30% 197	749	4.18
Religion	0.67% 5	0.53% 4	2.00% 15	70.23% 526	26.57% 199	749	4.21
Sexual orientation	0.53% 4	0.80% 6	2.94% 22	67.78% 507	27.94% 209	748	4.22
Learning disabilities	1.20% 9	1.20% 9	4.53% 34	65.73% 493	27.33% 205	750	4.17

Q7 How familiar are you with the following?

Answered: 754   Skipped: 0
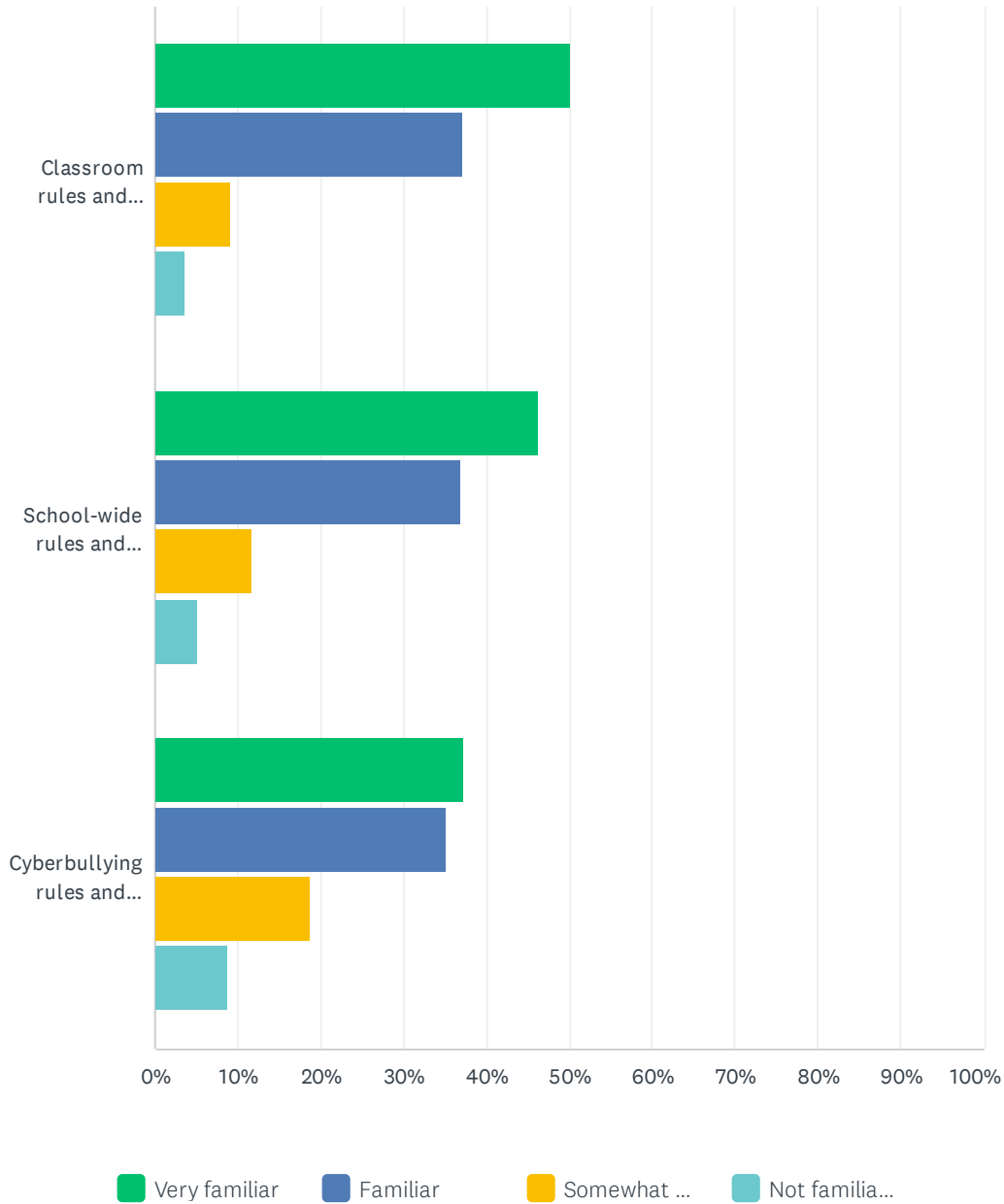
Legend: Very familiar · Familiar · Somewhat ... · Not familia...

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	50.13% 378	37.14% 280	9.15% 69	3.58% 27	754	1.66
School-wide rules and consequences when those rules are broken.	46.35% 349	36.79% 277	11.69% 88	5.18% 39	753	1.76
Cyberbullying rules and consequences when those rules are broken.	37.28% 280	35.29% 265	18.77% 141	8.66% 65	751	1.99

Q8 I think that suspensions and expulsions are assigned to students when necessary.

Answered: 750   Skipped: 4
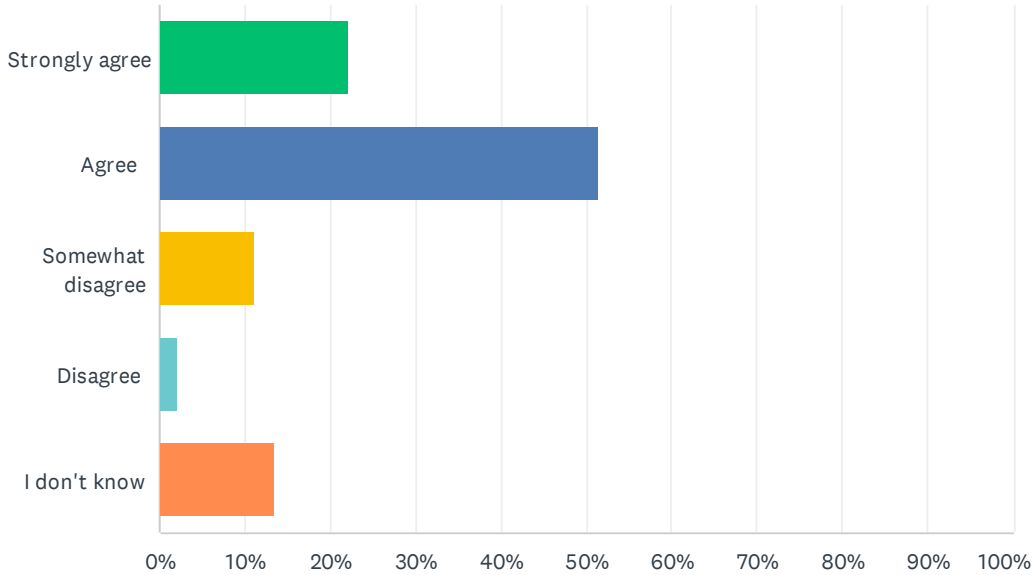
ANSWER CHOICES	RESPONSES	
Strongly agree	22.13%	166
Agree	51.33%	385
Somewhat disagree	11.07%	83
Disagree	2.13%	16
I don't know	13.33%	100
TOTAL		750

Q9 The facilities and grounds are well maintained at my school.

Answered: 752   Skipped: 2
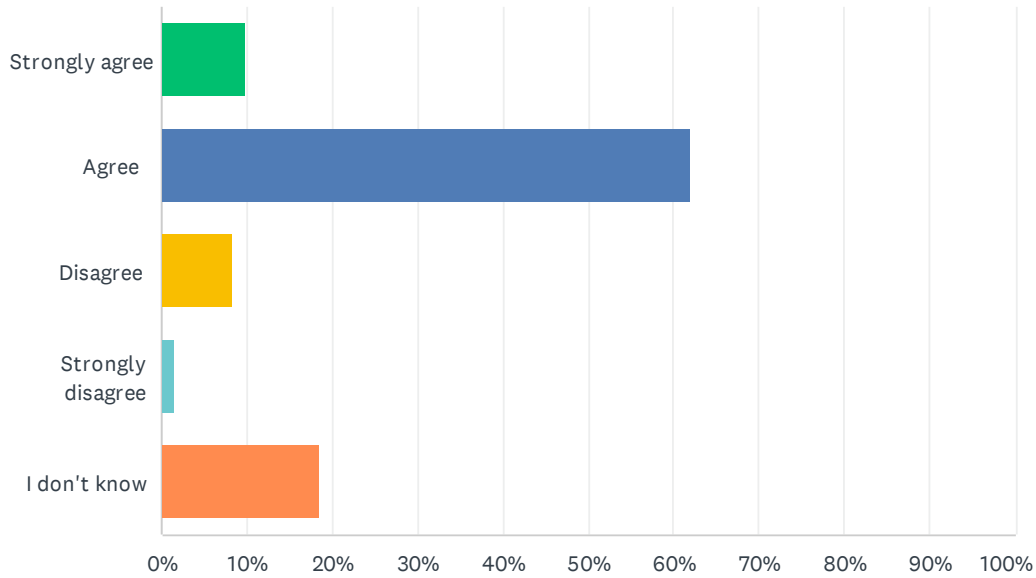
ANSWER CHOICES	RESPONSES	
Strongly agree	9.71%	73
Agree	61.97%	466
Disagree	8.24%	62
Strongly disagree	1.46%	11
I don't know	18.62%	140
TOTAL		752

Q10 How well do you understand your schools Emergency procedures?

Answered: 754   Skipped: 0
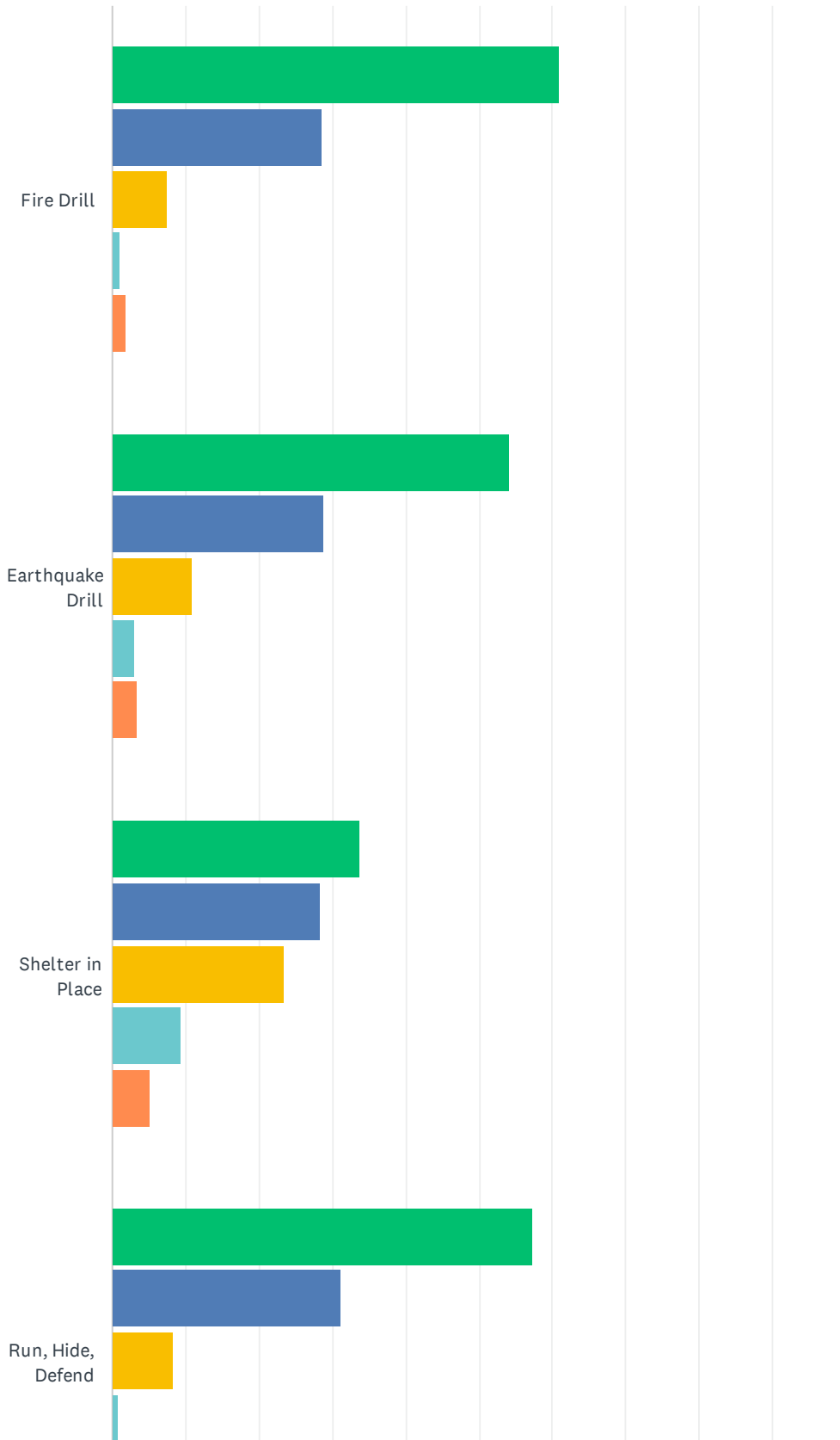
Fire Drill

Earthquake Drill

Shelter in Place

Run, Hide, Defend

Quimby Oak Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
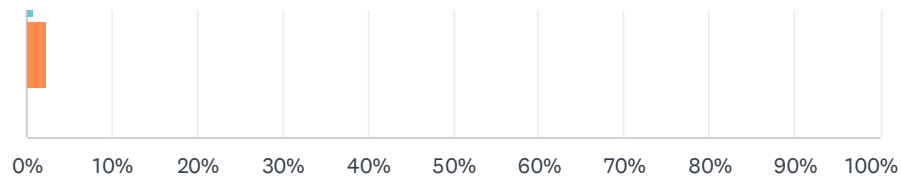
■ Very familiar   ■ Familiar   ■ Somewhat ...   ■ Not familia...
■ I don't know

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	61.01% 460	28.65% 216	7.43% 56	1.06% 8	1.86% 14	754
Earthquake Drill	54.06% 406	28.76% 216	10.79% 81	3.06% 23	3.33% 25	751
Shelter in Place	33.64% 252	28.30% 212	23.50% 176	9.35% 70	5.21% 39	749
Run, Hide, Defend	57.39% 431	31.16% 234	8.26% 62	0.93% 7	2.26% 17	751

Q11 I am aware of the district's Wellness Connections webpage.

Answered: 749   Skipped: 5
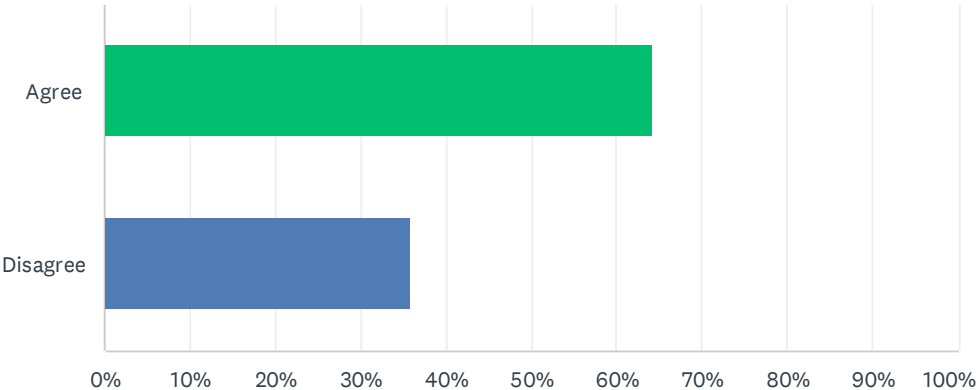
ANSWER CHOICES	RESPONSES	
Agree	64.09%	480
Disagree	35.91%	269
TOTAL		749

Quimby Oak Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 749   Skipped: 5
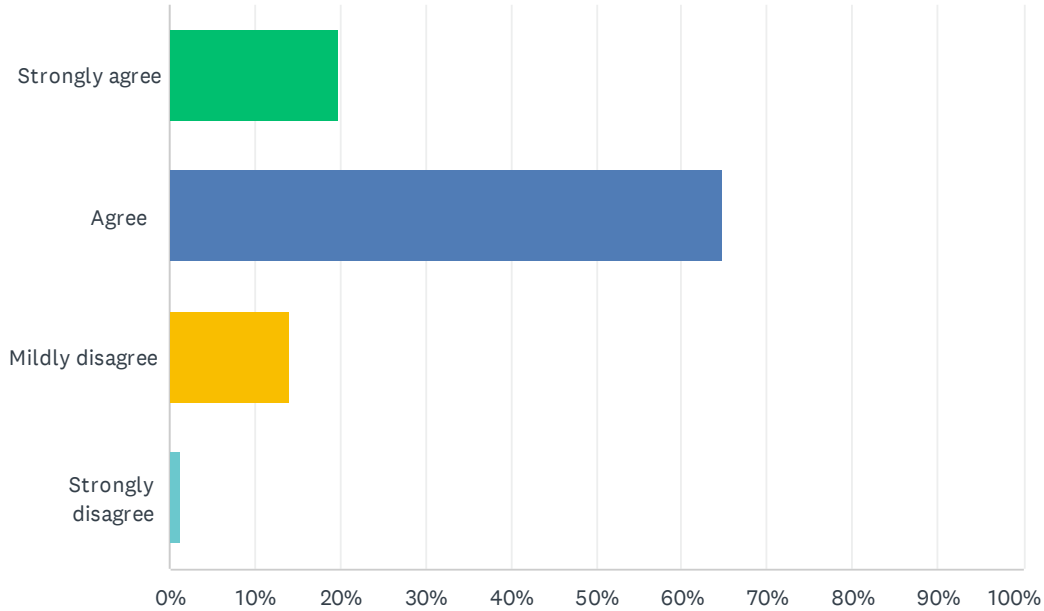
ANSWER CHOICES	RESPONSES	
Strongly agree	19.89%	149
Agree	64.75%	485
Mildly disagree	14.02%	105
Strongly disagree	1.34%	10
TOTAL		749

Q13 What is something you would like to see improved regarding safety at your school?

Answered: 620   Skipped: 134

Q1 1.   ¿Cuál es su curso actual?

Answered: 4   Skipped: 0
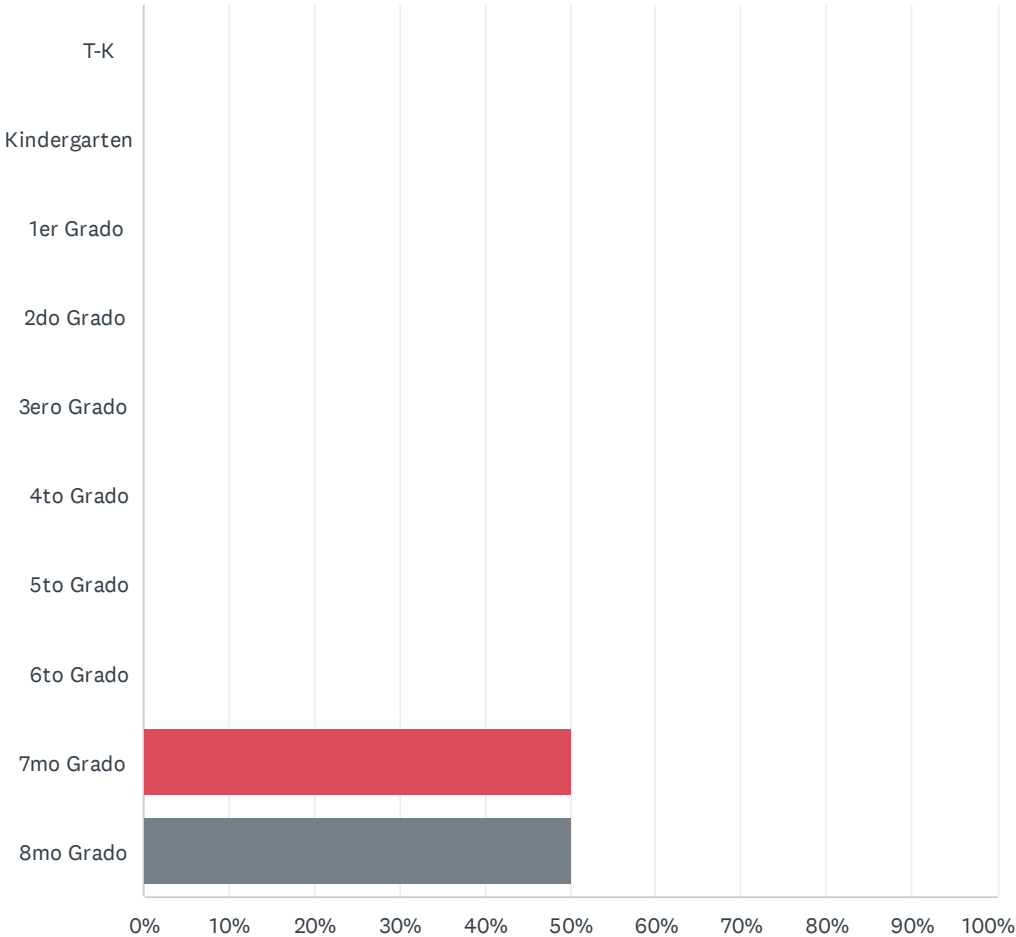
ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	0.00%	0
1er Grado	0.00%	0
2do Grado	0.00%	0
3ero Grado	0.00%	0
4to Grado	0.00%	0
5to Grado	0.00%	0
6to Grado	0.00%	0
7mo Grado	50.00%	2
8mo Grado	50.00%	2
TOTAL		4

ANSWER CHOICES	RESPONSES	
T-K		

Q2 ¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

Answered: 4   Skipped: 0

Acoso

Acoso e intimidación

Peleas y asalto

Interés de los estudiantes ...

Armas ilegales

Grafiti y
vandalismo

Gente que
entra sin...

El consumo de
drogas

Quimby Oak Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024
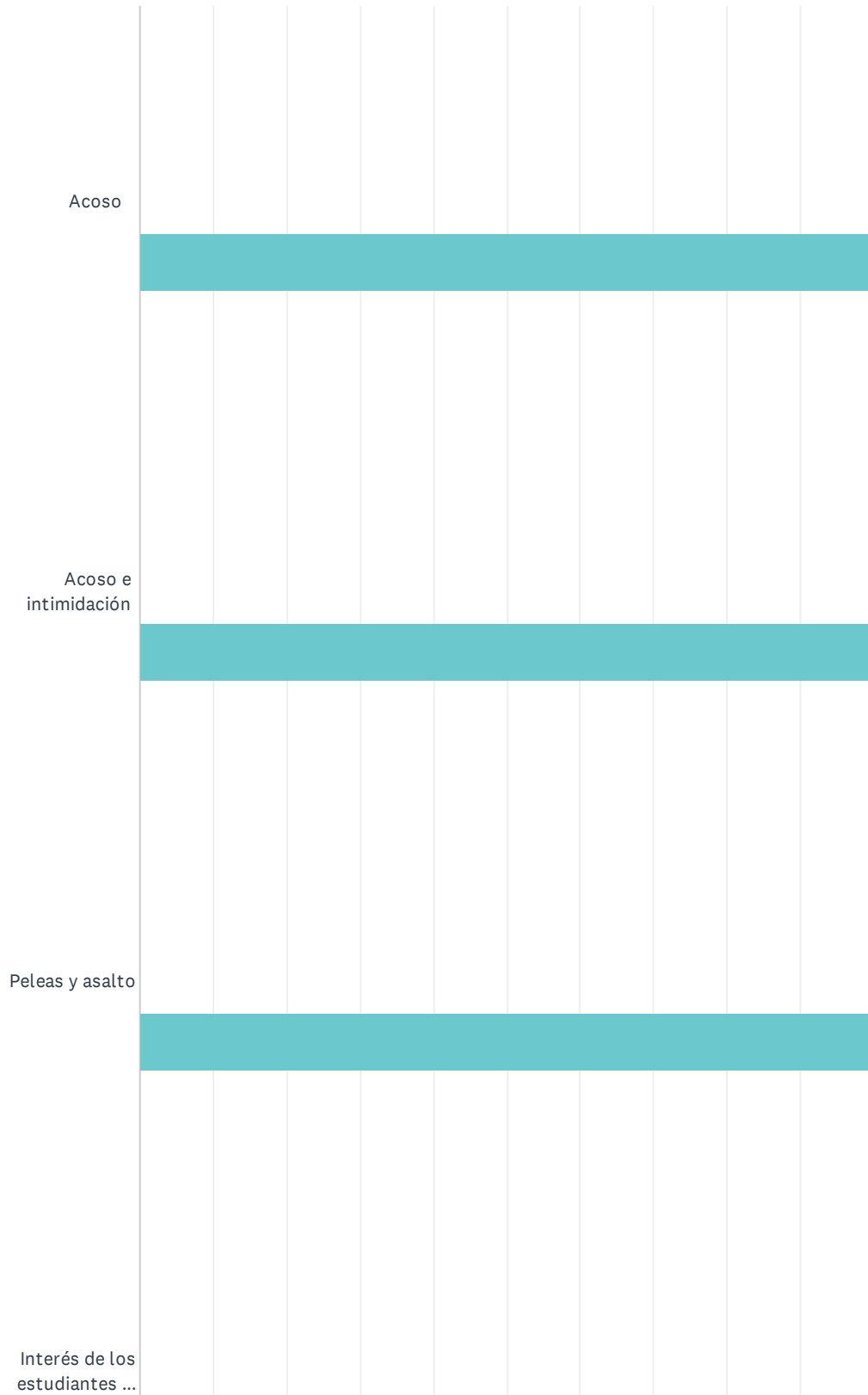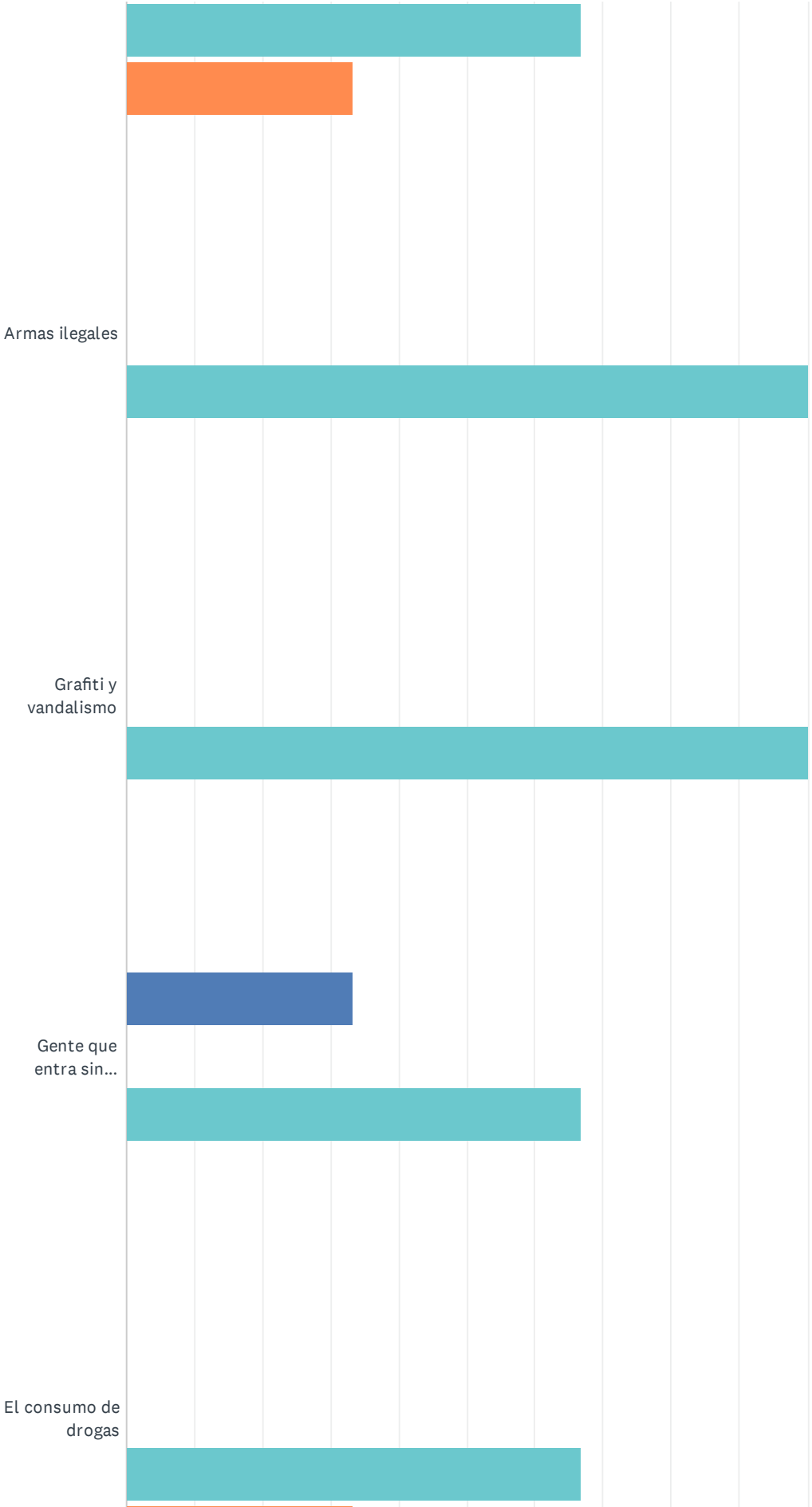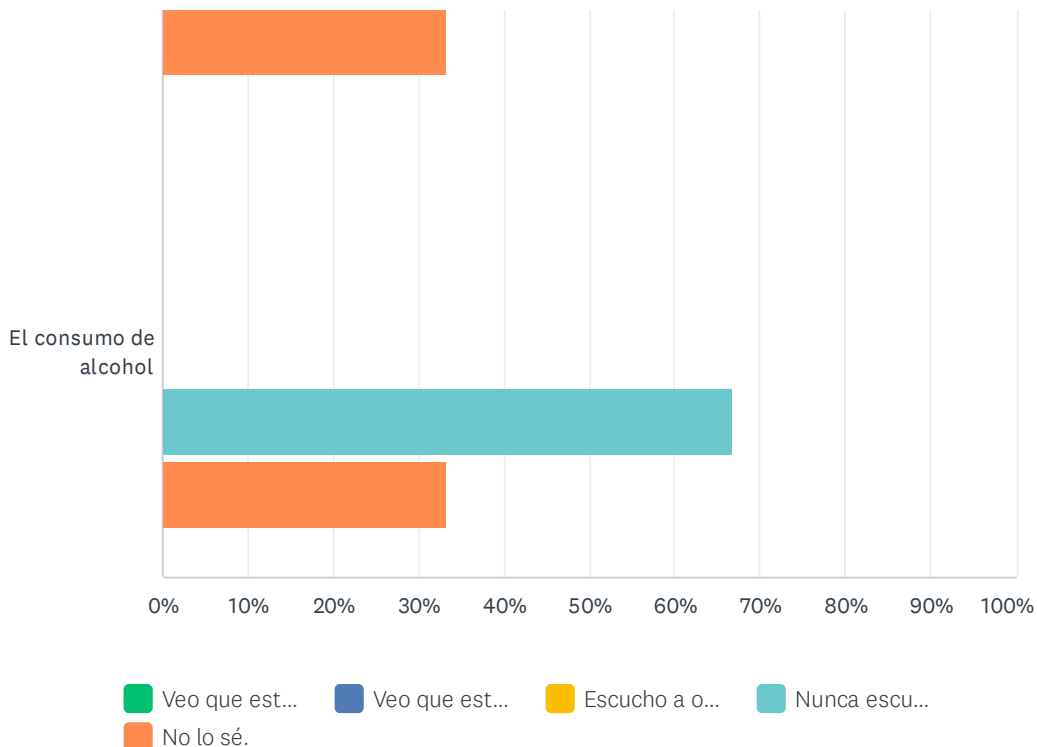
	VEO QUE ESTO SUCEDE MUCHO EN MI ESCUELA.	VEO QUE ESTO SUCEDE A VECES EN MI ESCUELA.	ESCUCHO A OTROS ESTUDIANTES HABLAR DE QUE ESTO ESTÁ SUCEDIENDO EN MI ESCUELA.	NUNCA ESCUCHO NI VEO QUE ESTO SUCEDA EN MI ESCUELA.	NO LO SÉ.	TOTAL	WEIGHTED AVERAGE
Acoso	0.00% 0	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3	4.00
Acoso e intimidación	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Peleas y asalto	0.00% 0	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3	4.00
Interés de los estudiantes en las pandillas	0.00% 0	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3	4.33
Armas ilegales	0.00% 0	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3	4.00
Grafiti y vandalismo	0.00% 0	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3	4.00
Gente que entra sin derecho al campus	0.00% 0	33.33% 1	0.00% 0	66.67% 2	0.00% 0	3	3.33
El consumo de drogas	0.00% 0	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3	4.33
El consumo de alcohol	0.00% 0	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3	4.33

Q3 ¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: cuando alguien está siendo lastimado ya sea por palabras o acciones a propósito, generalmente más de una vez, se siente mal por ello y tiene dificultades para detener lo que está sucediendo. Los tipos de intimidación incluyen: intimidación física, verbal, emocional, social y cibernética.

Answered: 4   Skipped: 0
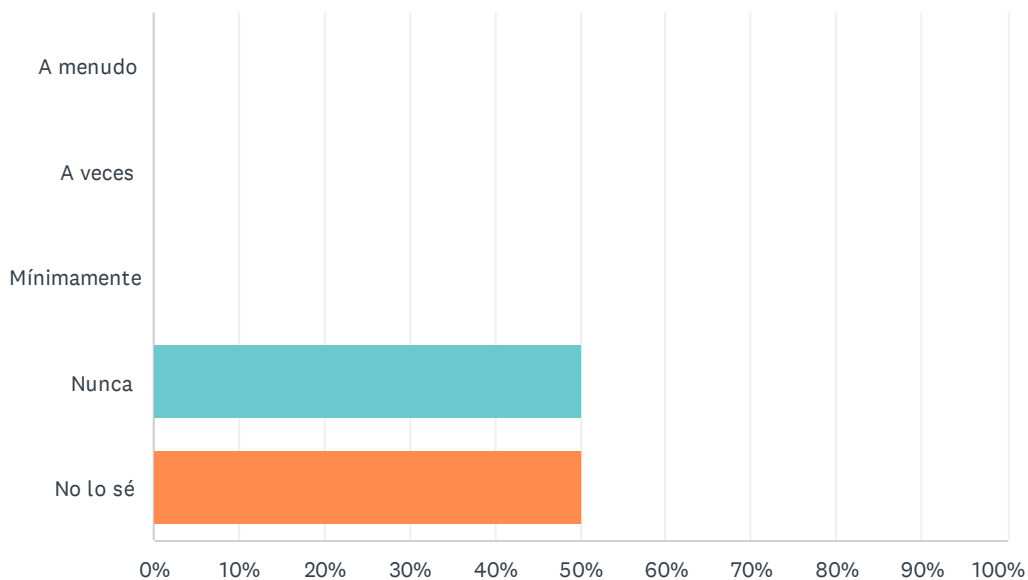
ANSWER CHOICES	RESPONSES	
A menudo	0.00%	0
A veces	0.00%	0
Mínimamente	0.00%	0
Nunca	50.00%	2
No lo sé	50.00%	2
TOTAL		4

Q4 Los estudiantes de la escuela de mi hijo son rechazados por su...

Answered: 4   Skipped: 0

Quimby Oak Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024
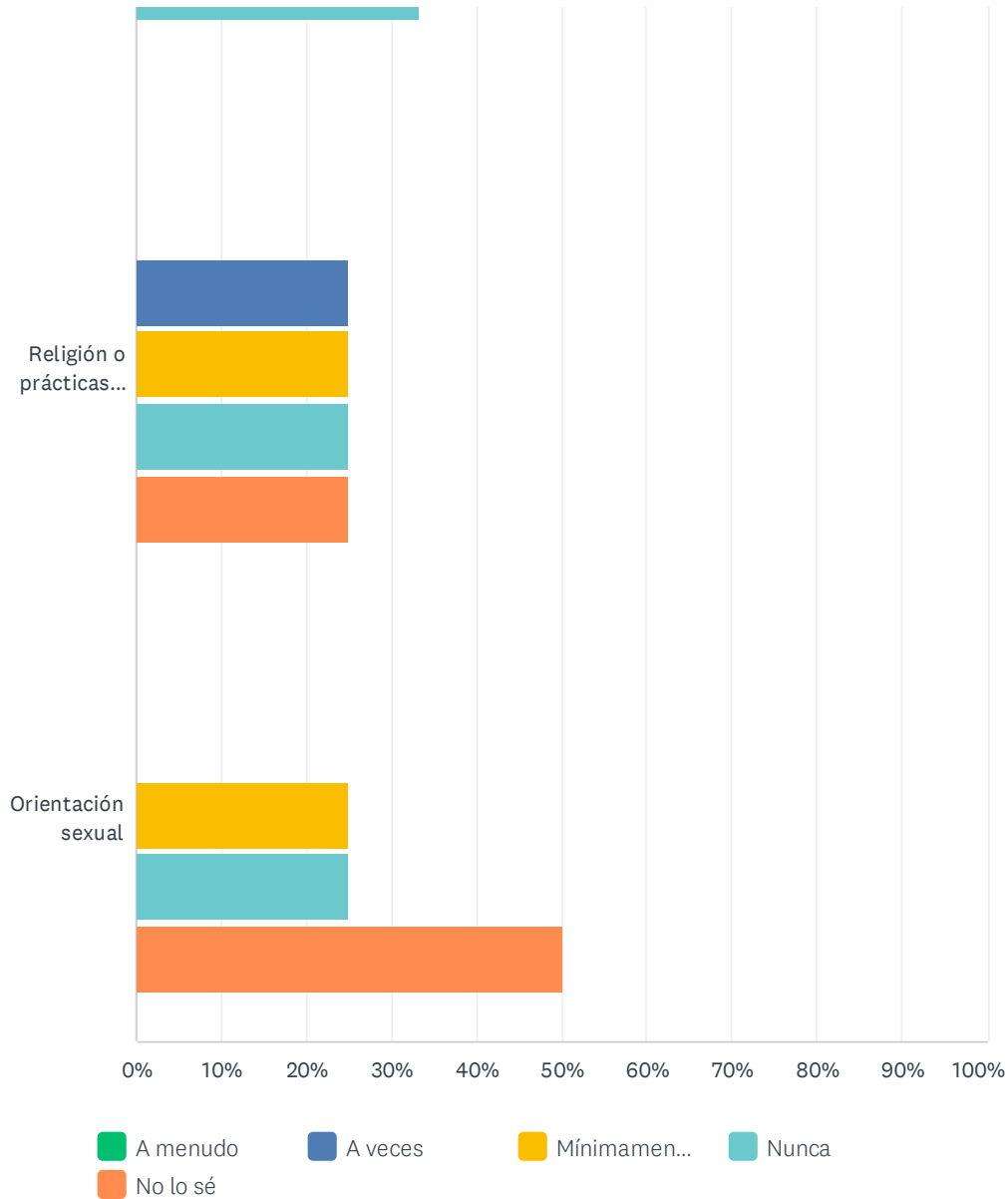
	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4	4.50
Género o identificación de género	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4	4.50
Dificultades de aprendizaje	0.00% 0	25.00% 1	50.00% 2	25.00% 1	0.00% 0	4	3.00
Vestimenta o apariencia física	0.00% 0	0.00% 0	66.67% 2	33.33% 1	0.00% 0	3	3.33
Religión o prácticas culturales	0.00% 0	25.00% 1	25.00% 1	25.00% 1	25.00% 1	4	3.50
Orientación sexual	0.00% 0	0.00% 0	25.00% 1	25.00% 1	50.00% 2	4	4.25

Q5 ¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como …

Answered: 4   Skipped: 0

Raza

Religión

Orientación sexual

Dificultades de aprendizaje

■ A menudo　■ A veces　■ Mínimamen...　■ Nunca
■ No lo sé

	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4	4.00
Religión	0.00% 0	25.00% 1	0.00% 0	50.00% 2	25.00% 1	4	3.75
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	66.67% 2	33.33% 1	3	4.33
Dificultades de aprendizaje	0.00% 0	0.00% 0	50.00% 2	25.00% 1	25.00% 1	4	3.75

Q6 ¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?
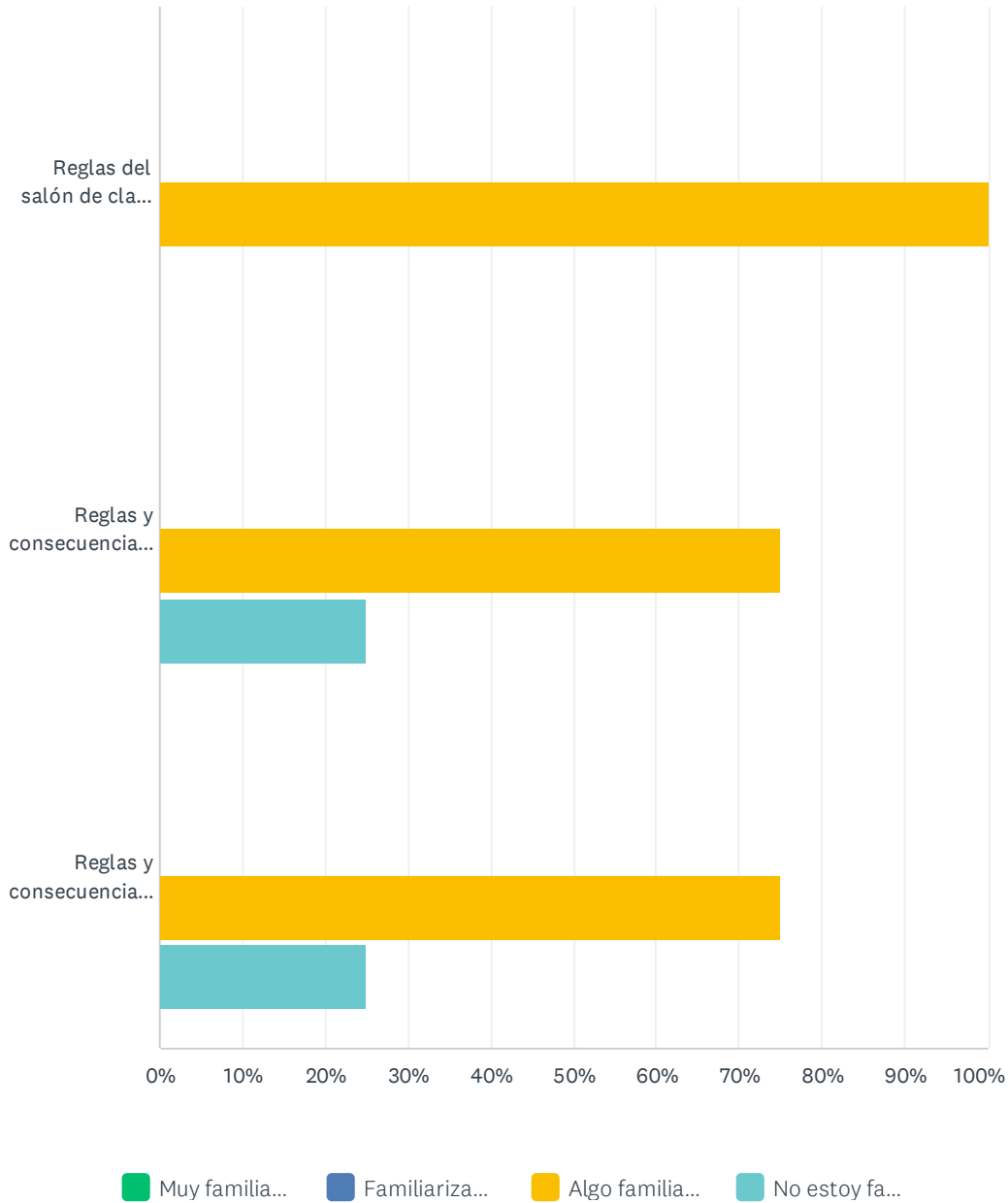
Answered: 4   Skipped: 0

Muy familia...   Familiariza...   Algo familia...   No estoy fa...

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL	WEIGHTED AVERAGE
Reglas del salón de clases y consecuencias cuando se rompen esas reglas.	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4	3.00
Reglas y consecuencias para toda la escuela cuando se rompen esas reglas.	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4	3.25
Reglas y consecuencias del ciberacoso cuando se rompen esas reglas.	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4	3.25

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL	WEIGHTED AVERAGE

Q7 Las reglas y expectativas de la escuela son claras y las conozco bien.

Answered: 4   Skipped: 0
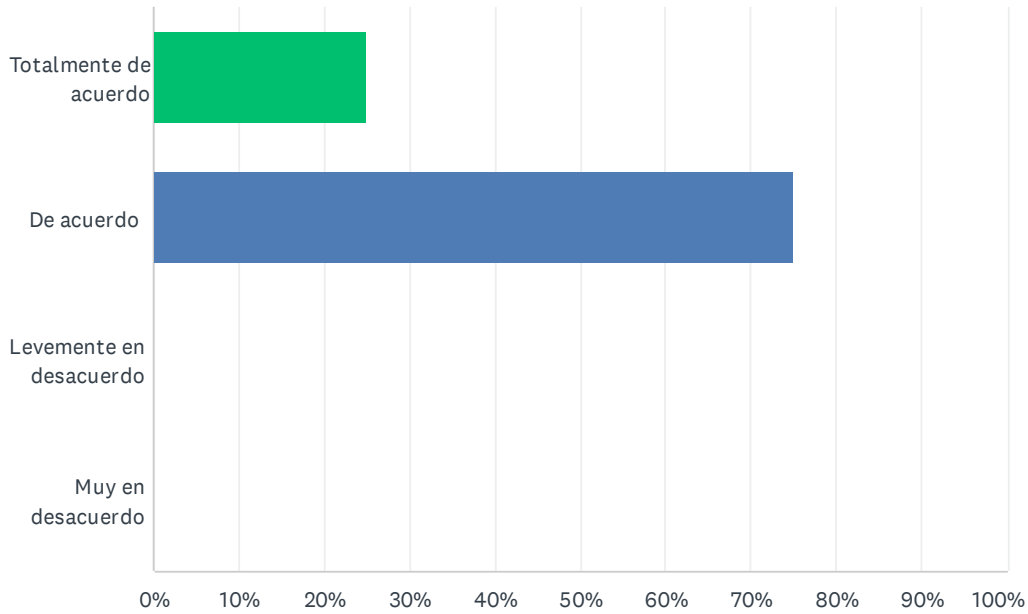
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	25.00%	1
De acuerdo	75.00%	3
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		4

Q8 ¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?
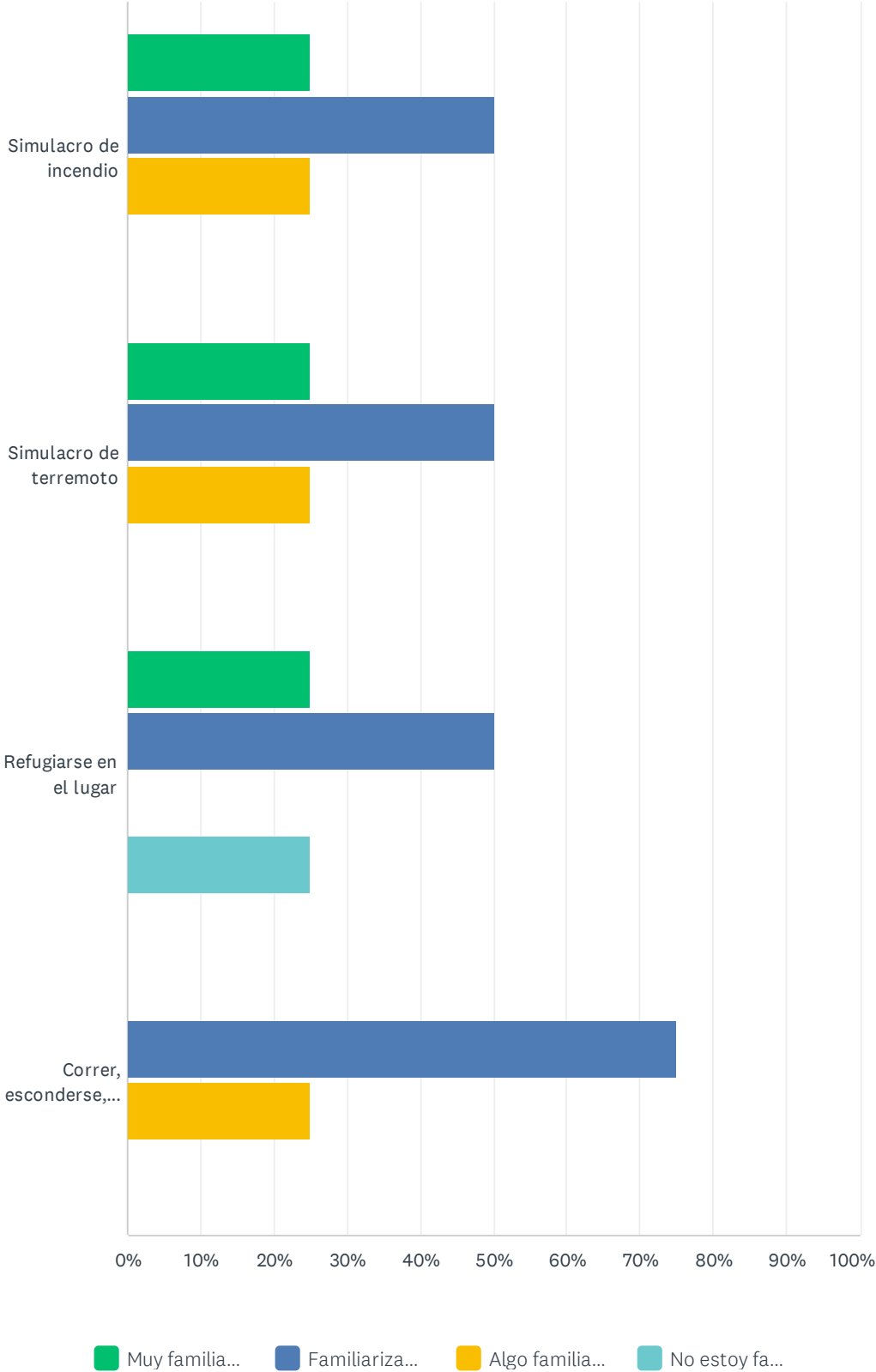
Answered: 4   Skipped: 0

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL
Simulacro de incendio	25.00% 1	50.00% 2	25.00% 1	0.00% 0	4
Simulacro de terremoto	25.00% 1	50.00% 2	25.00% 1	0.00% 0	4
Refugiarse en el lugar	25.00% 1	50.00% 2	0.00% 0	25.00% 1	4
Correr, esconderse, defenderse	0.00% 0	75.00% 3	25.00% 1	0.00% 0	4

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	

Quimby Oak Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

Q9 Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.

Answered: 4   Skipped: 0
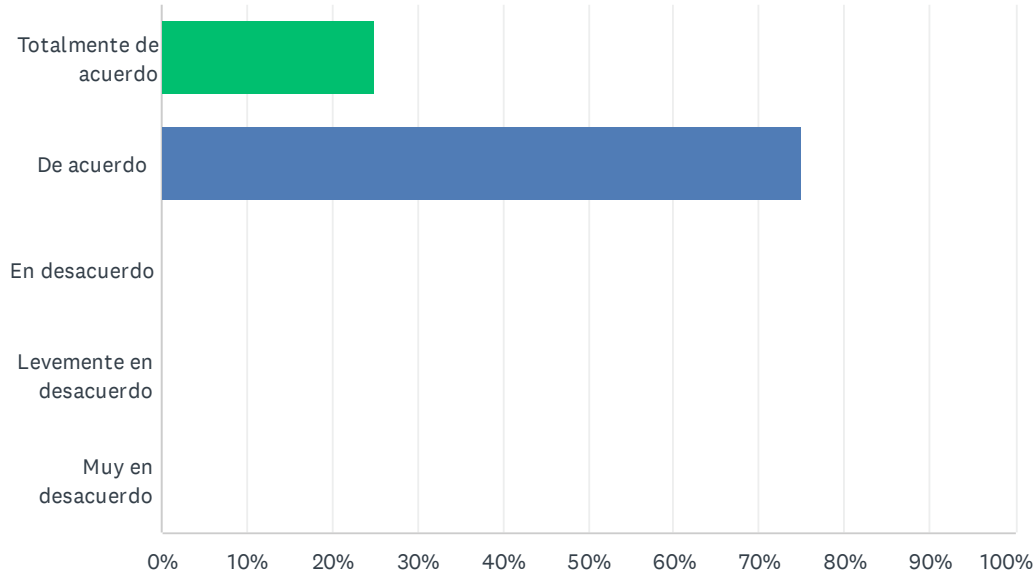
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	25.00%	1
De acuerdo	75.00%	3
En desacuerdo	0.00%	0
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		4

17 / 20

Q10 Estoy al tanto de Ia página web Wellness Connections del distrito con recursos para estudiantes y familias.

Answered: 4   Skipped: 0
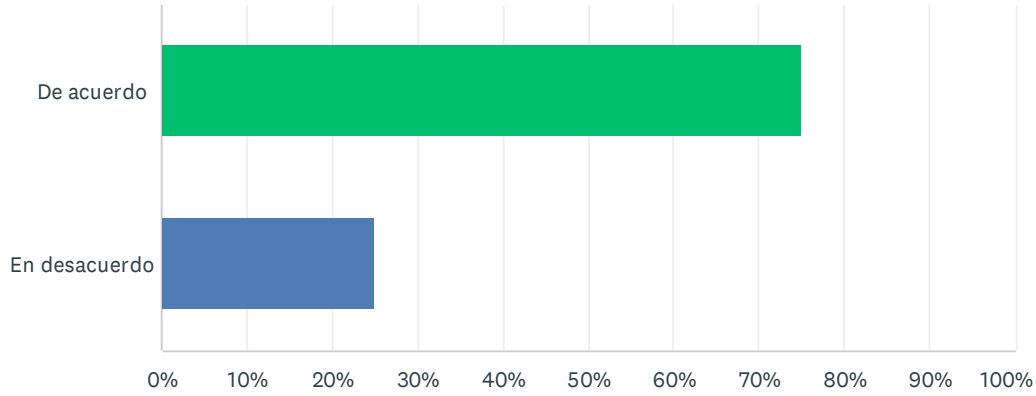
ANSWER CHOICES	RESPONSES	
De acuerdo	75.00%	3
En desacuerdo	25.00%	1
TOTAL		4

Q11 La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.

Answered: 4   Skipped: 0
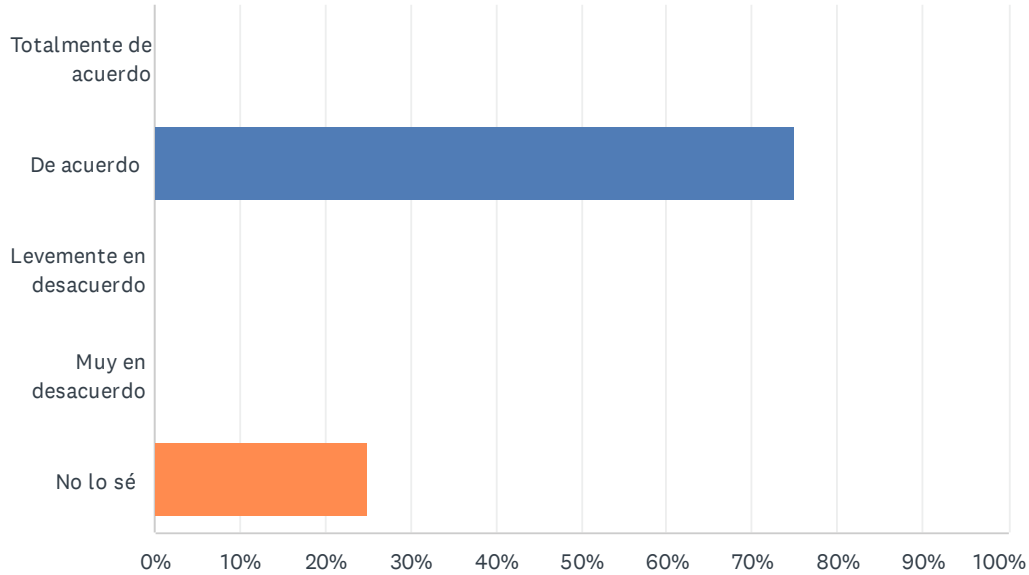
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	75.00%	3
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
No lo sé	25.00%	1
TOTAL		4

Q12 ¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

Answered: 3   Skipped: 1

Q1 What grade is your child in?

Answered: 139   Skipped: 0
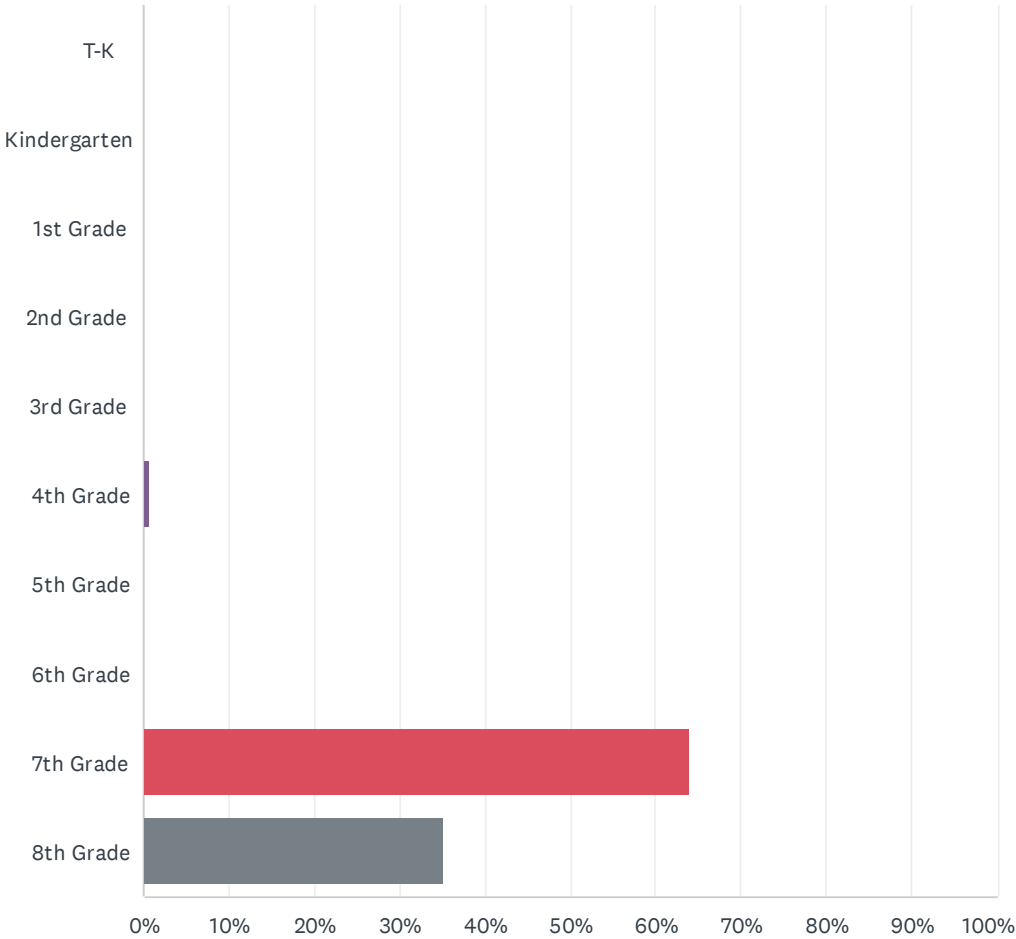
Quimby Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	0.00%	0
1st Grade	0.00%	0
2nd Grade	0.00%	0
3rd Grade	0.00%	0
4th Grade	0.72%	1
5th Grade	0.00%	0
6th Grade	0.00%	0
7th Grade	64.03%	89
8th Grade	35.25%	49
TOTAL		139

Q2 How much do you find the following to be a problem at your child's school?

Answered: 139   Skipped: 0

- Bullying
- Harassment, and...
- Fights and assault
- Student interest in...

Illegal weapons

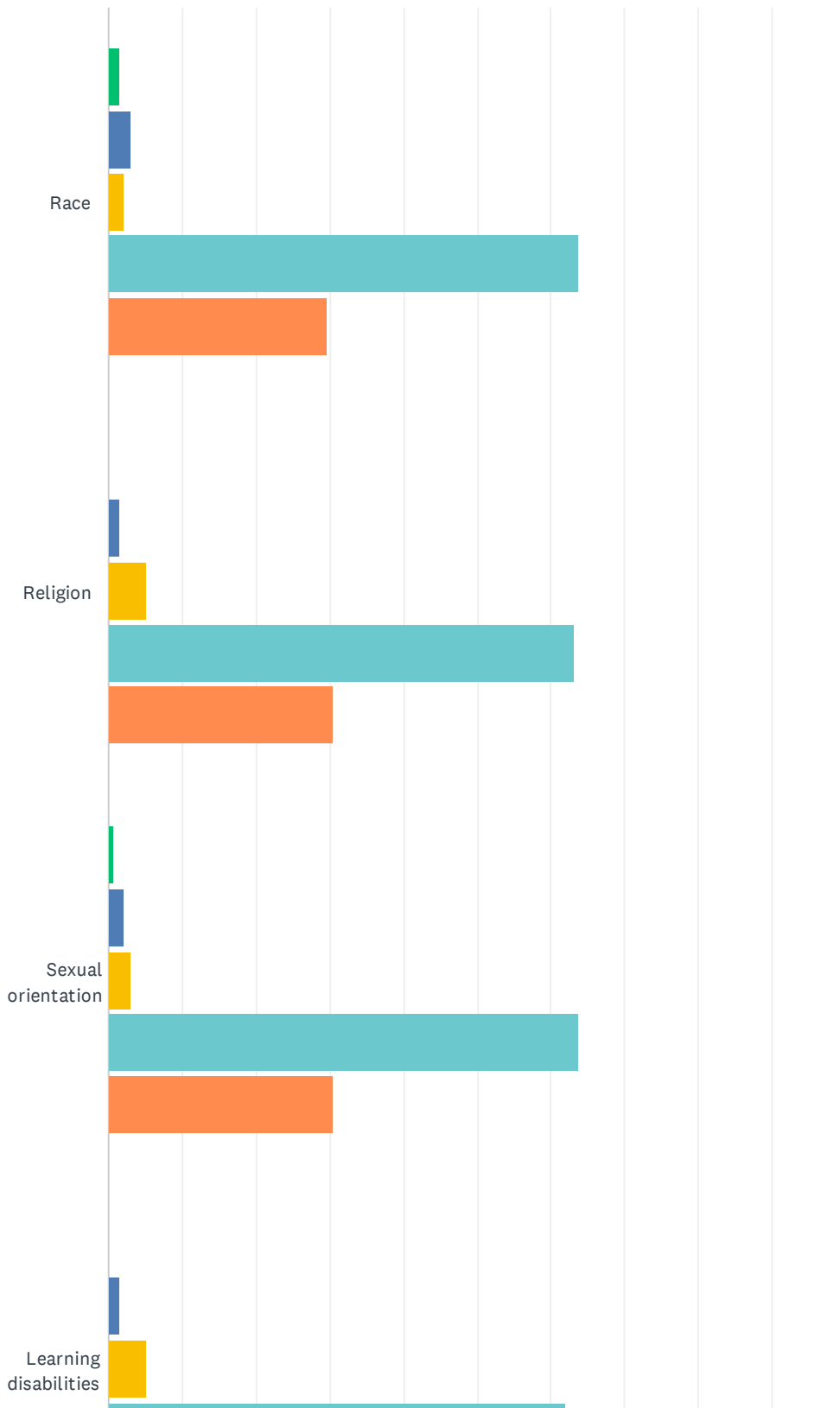Graffiti and vandalism

People trespassing ...

Drug use

Quimby Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024


Legend:
- I see this h...
- I see this h...
- I hear other...
- I never hea...
- I don't know
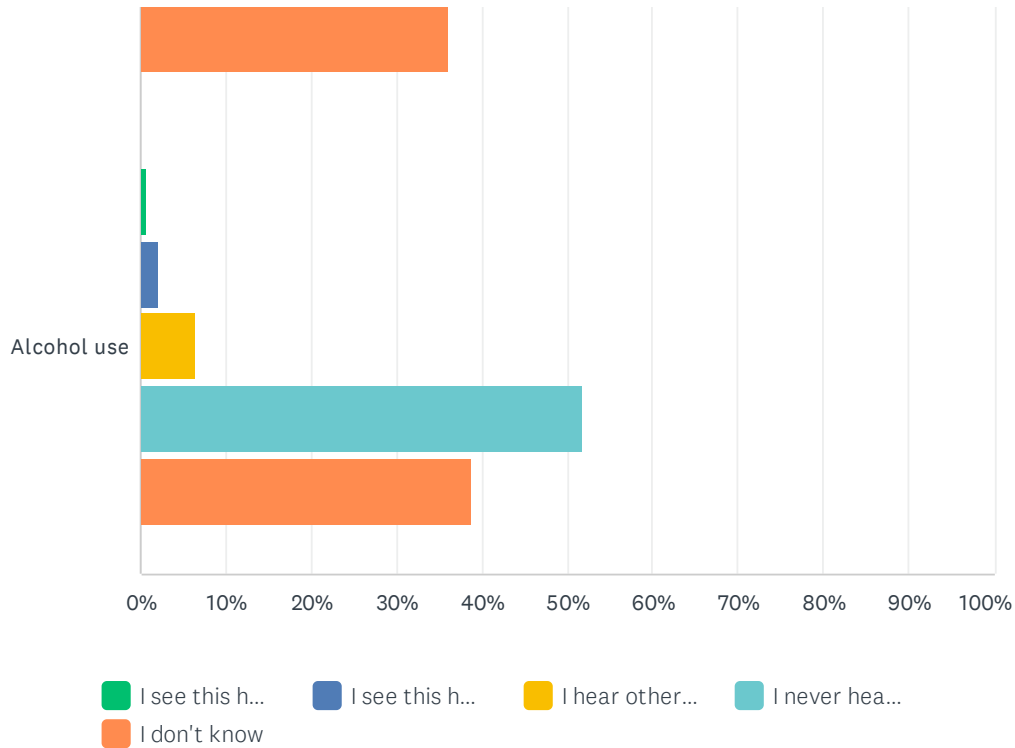
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	5.04% 7	10.79% 15	23.02% 32	31.65% 44	29.50% 41	139	3.70
Harassment, and intimidation	6.57% 9	13.14% 18	11.68% 16	35.77% 49	32.85% 45	137	3.75
Fights and assault	2.17% 3	10.14% 14	15.22% 21	42.03% 58	30.43% 42	138	3.88
Student interest in gangs	1.44% 2	4.32% 6	7.19% 10	47.48% 66	39.57% 55	139	4.19
Illegal weapons	0.00% 0	2.17% 3	2.17% 3	55.07% 76	40.58% 56	138	4.34
Graffiti and vandalism	0.00% 0	2.88% 4	7.91% 11	51.80% 72	37.41% 52	139	4.24
People trespassing on campus	0.72% 1	2.90% 4	3.62% 5	53.62% 74	39.13% 54	138	4.28
Drug use	0.72% 1	4.32% 6	13.67% 19	45.32% 63	35.97% 50	139	4.12
Alcohol use	0.72% 1	2.16% 3	6.47% 9	51.80% 72	38.85% 54	139	4.26

Q3 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 139   Skipped: 0
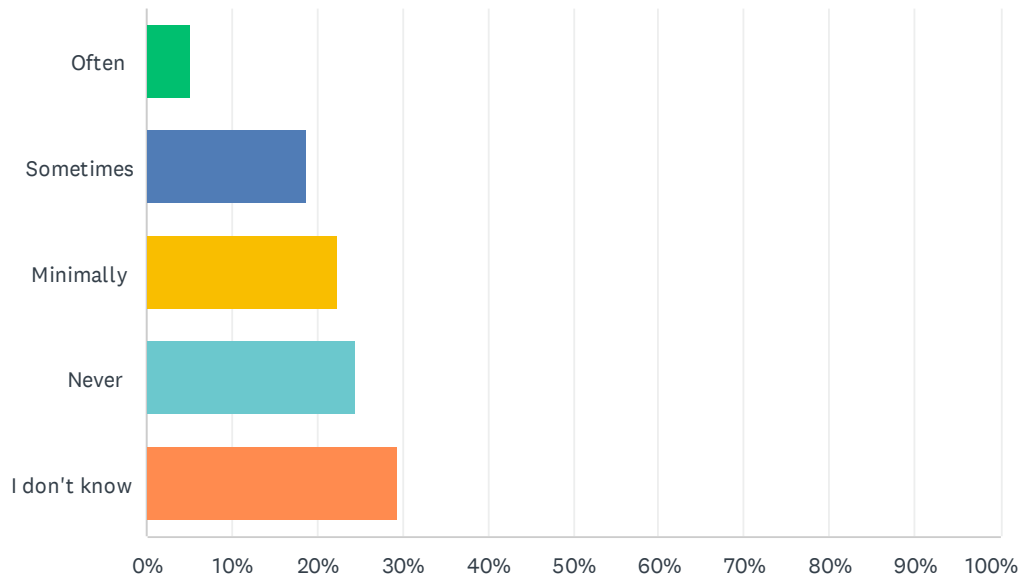
ANSWER CHOICES	RESPONSES	
Often	5.04%	7
Sometimes	18.71%	26
Minimally	22.30%	31
Never	24.46%	34
I don't know	29.50%	41
TOTAL		139

Q4 Students at my child's school get put down because of their...

Answered: 137   Skipped: 2
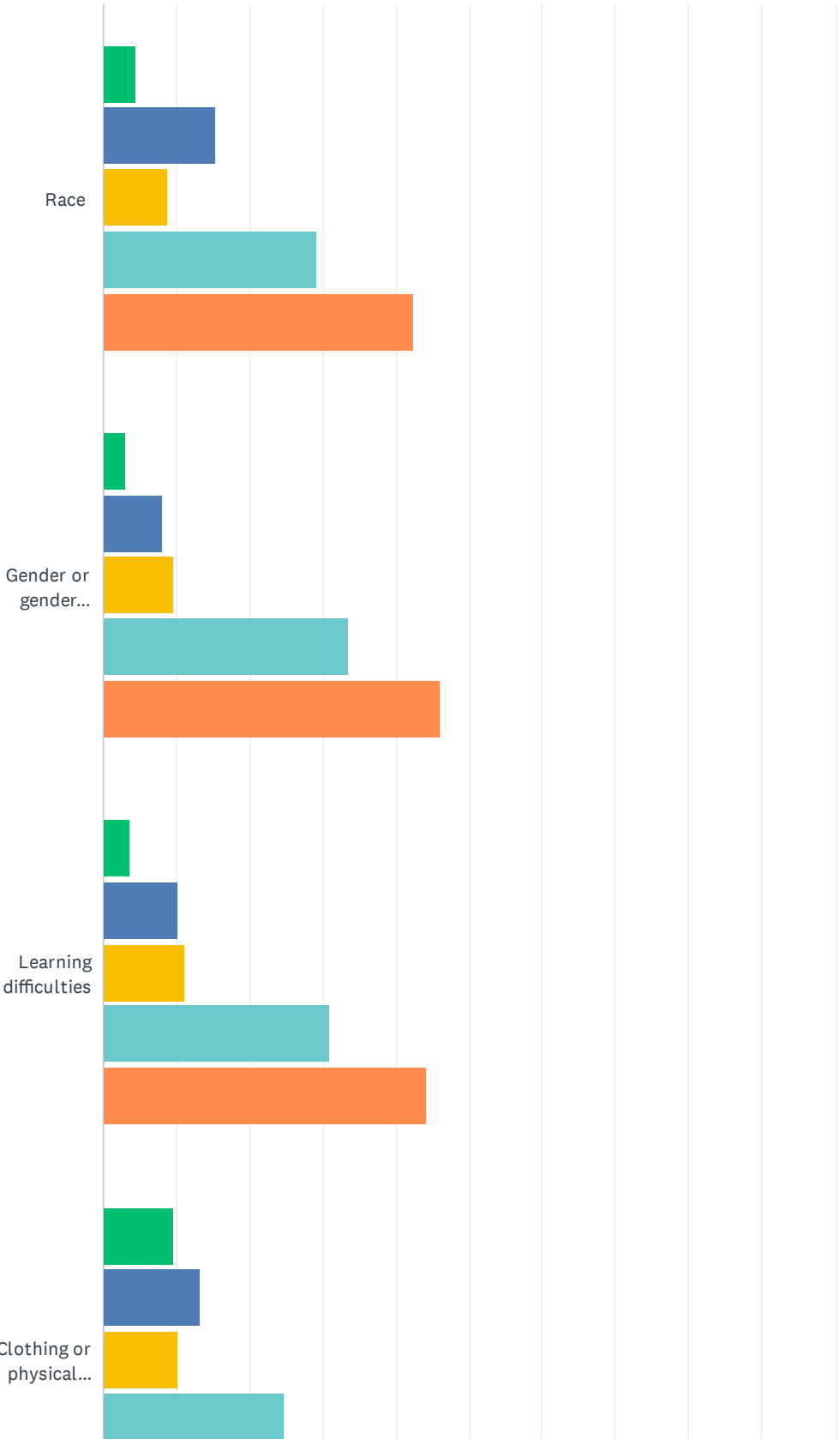
Quimby Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
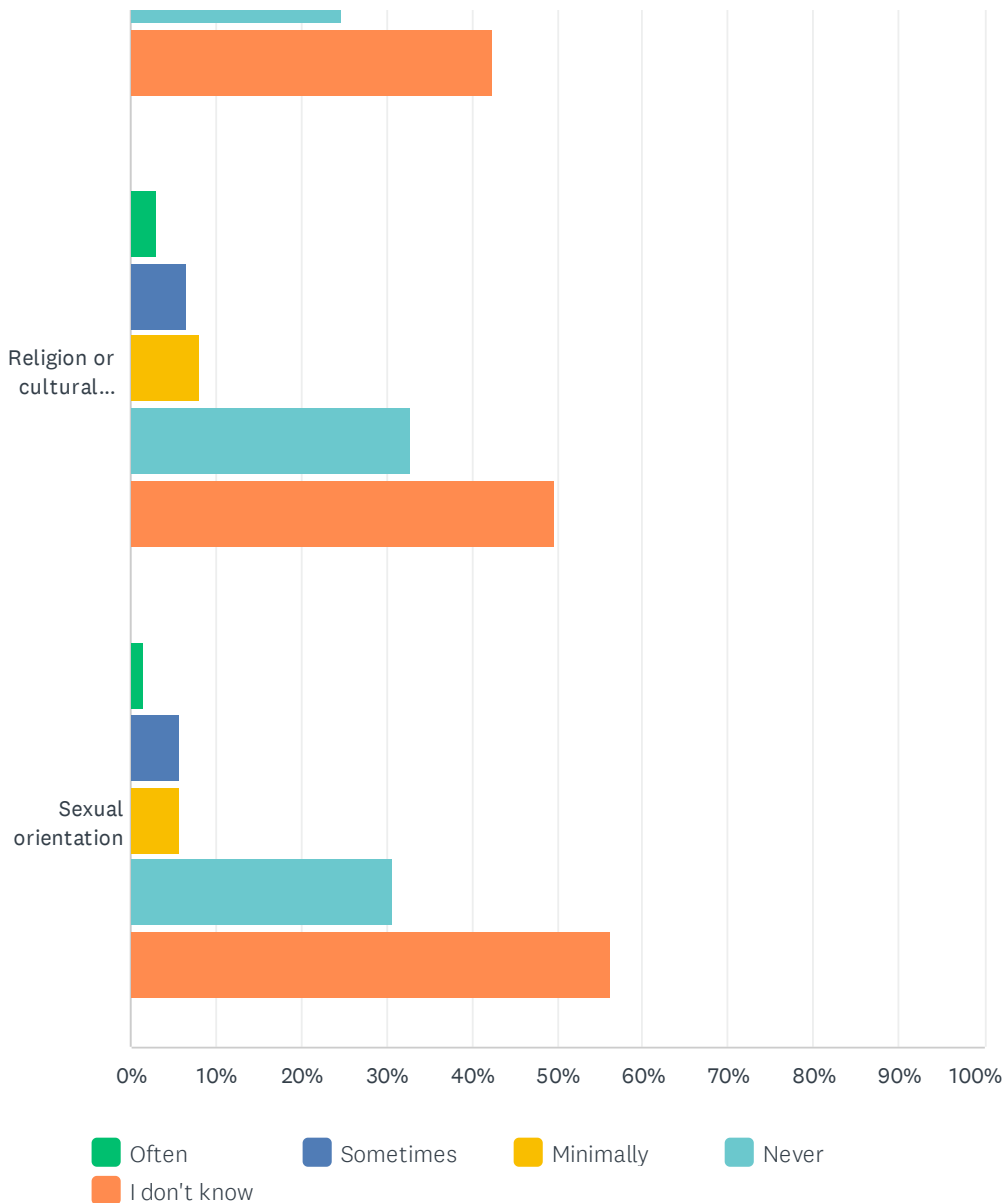
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	4.38% 6	15.33% 21	8.76% 12	29.20% 40	42.34% 58	137	3.90
Gender or gender identification	2.92% 4	8.03% 11	9.49% 13	33.58% 46	45.99% 63	137	4.12
Learning difficulties	3.68% 5	10.29% 14	11.03% 15	30.88% 42	44.12% 60	136	4.01
Clothing or physical appearance	9.49% 13	13.14% 18	10.22% 14	24.82% 34	42.34% 58	137	3.77
Religion or cultural practices	2.92% 4	6.57% 9	8.03% 11	32.85% 45	49.64% 68	137	4.20
Sexual orientation	1.46% 2	5.84% 8	5.84% 8	30.66% 42	56.20% 77	137	4.34

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 138   Skipped: 1

Quimby Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024


■ Often ■ Sometimes ■ Minimally ■ Never
■ I don't know
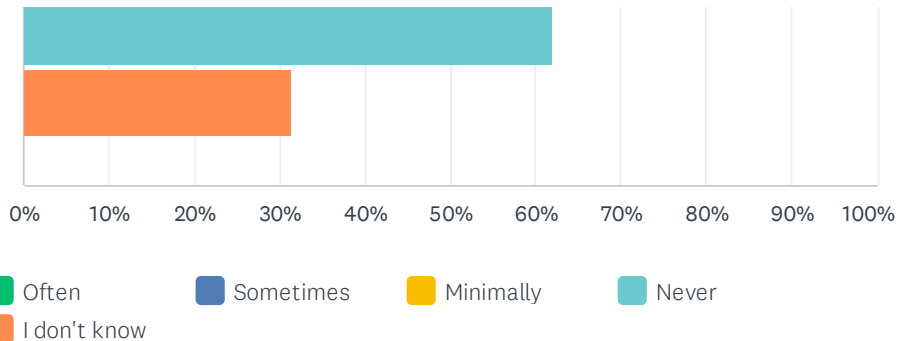
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	1.45% 2	2.90% 4	2.17% 3	63.77% 88	29.71% 41	138	4.17
Religion	0.00% 0	1.45% 2	5.07% 7	63.04% 87	30.43% 42	138	4.22
Sexual orientation	0.72% 1	2.17% 3	2.90% 4	63.77% 88	30.43% 42	138	4.21
Learning disabilities	0.00% 0	1.46% 2	5.11% 7	62.04% 85	31.39% 43	137	4.23

Q6 How familiar are you with the following at your child's school?
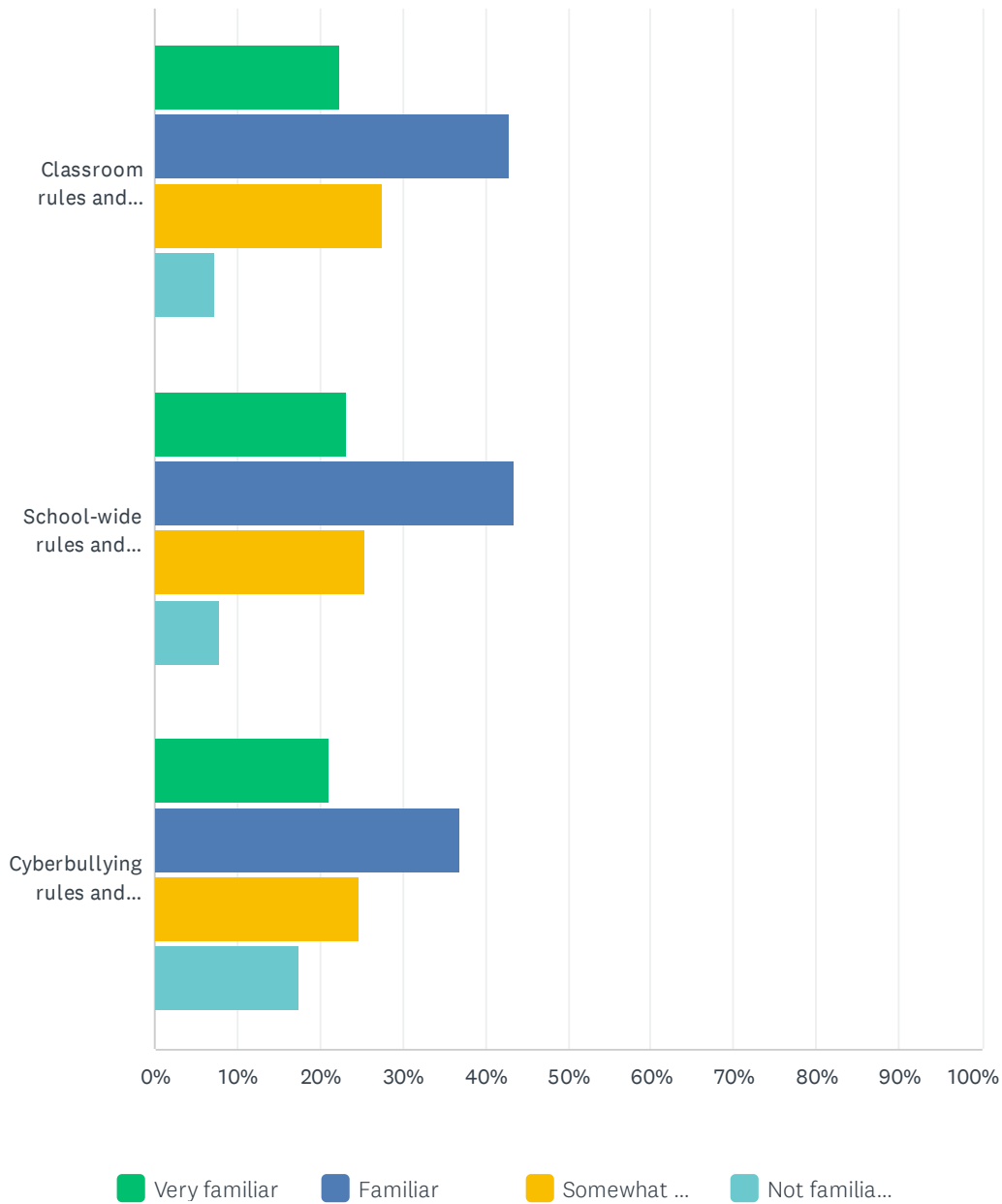
Answered: 138   Skipped: 1

Legend: Very familiar | Familiar | Somewhat ... | Not familia...

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	22.46% 31	42.75% 59	27.54% 38	7.25% 10	138	2.20
School-wide rules and consequences when those rules are broken.	23.19% 32	43.48% 60	25.36% 35	7.97% 11	138	2.18
Cyberbullying rules and consequences when those rules are broken.	21.01% 29	36.96% 51	24.64% 34	17.39% 24	138	2.38

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 138   Skipped: 1
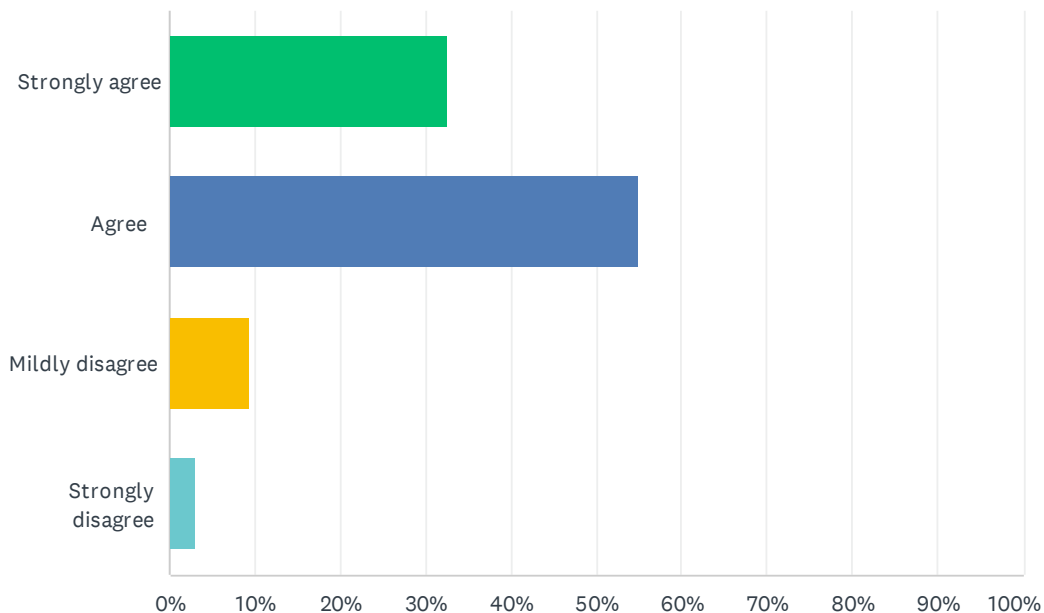
ANSWER CHOICES	RESPONSES	
Strongly agree	32.61%	45
Agree	55.07%	76
Mildly disagree	9.42%	13
Strongly disagree	2.90%	4
TOTAL		138

Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 138   Skipped: 1

Quimby Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
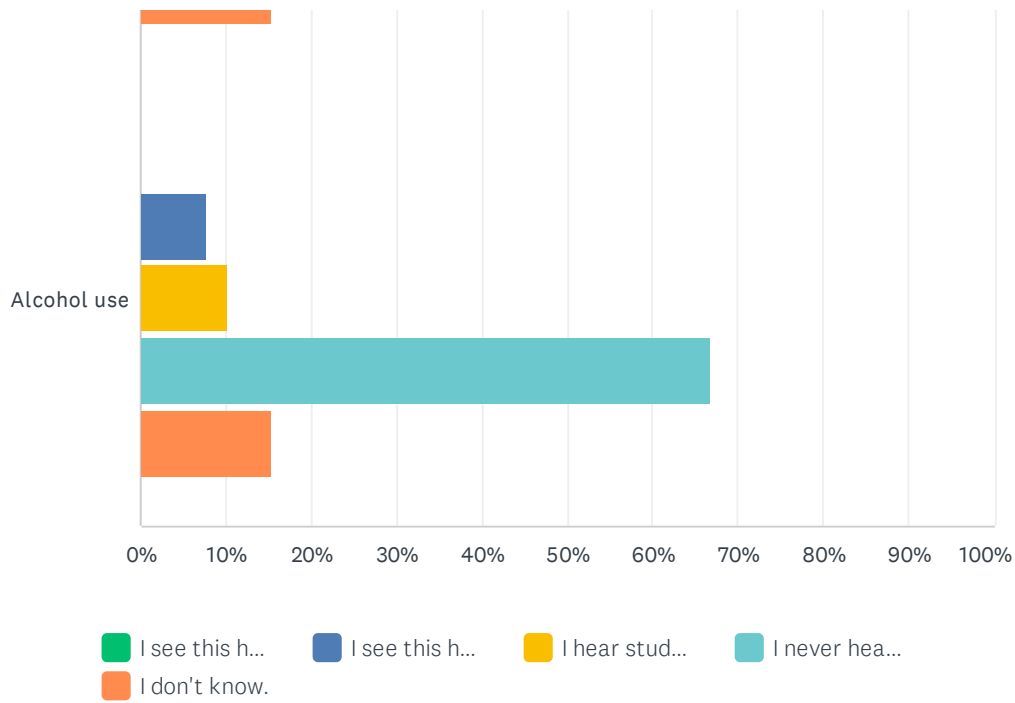

Legend: ■ Very familiar   ■ Familiar   ■ Somewhat ...   ■ Not familia...
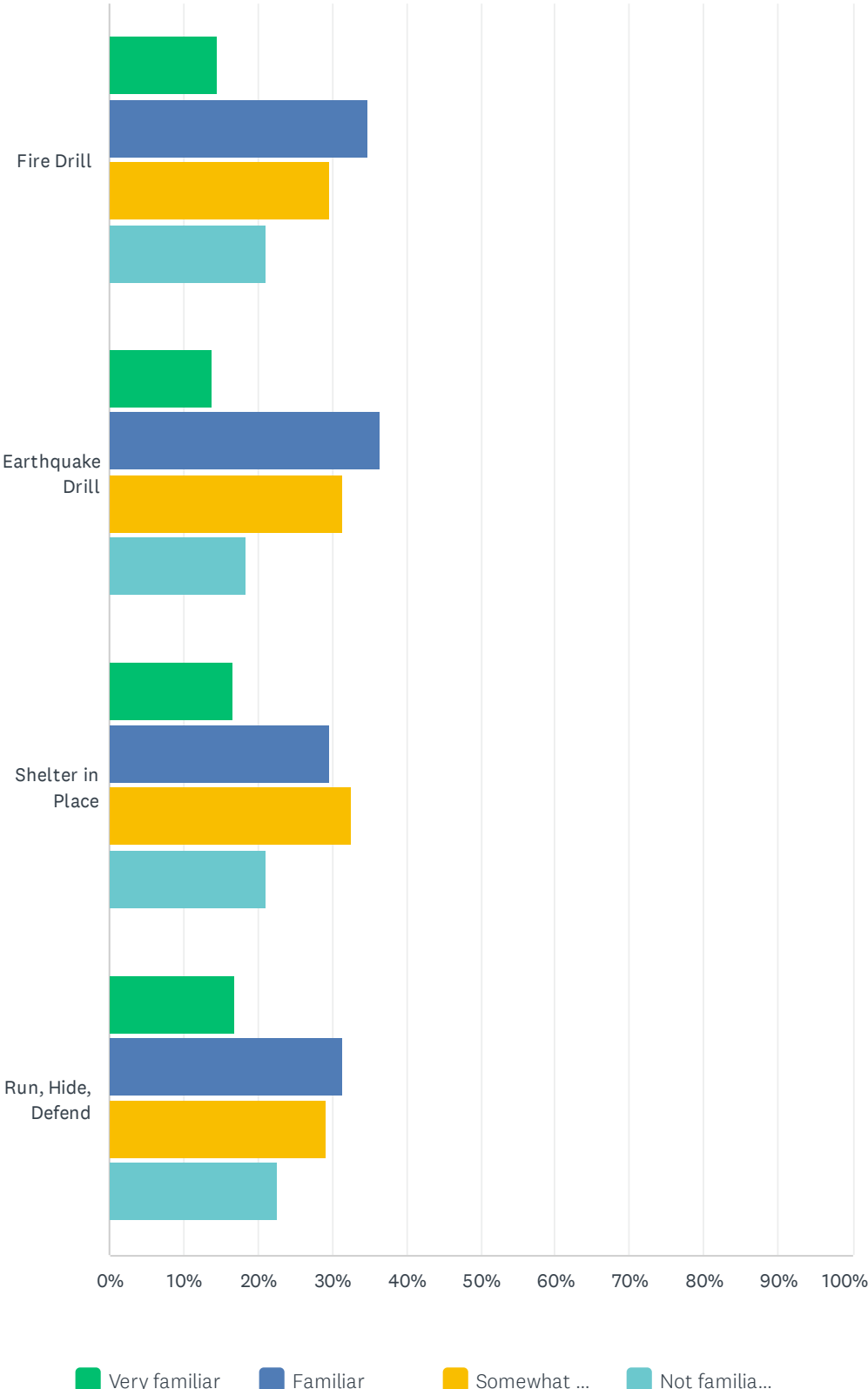
Quimby Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	14.49% 20	34.78% 48	29.71% 41	21.01% 29	138
Earthquake Drill	13.87% 19	36.50% 50	31.39% 43	18.25% 25	137
Shelter in Place	16.67% 23	29.71% 41	32.61% 45	21.01% 29	138
Run, Hide, Defend	16.79% 23	31.39% 43	29.20% 40	22.63% 31	137

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL

Q9 The facilities and grounds are well maintained at my child's school.

Answered: 138 Skipped: 1
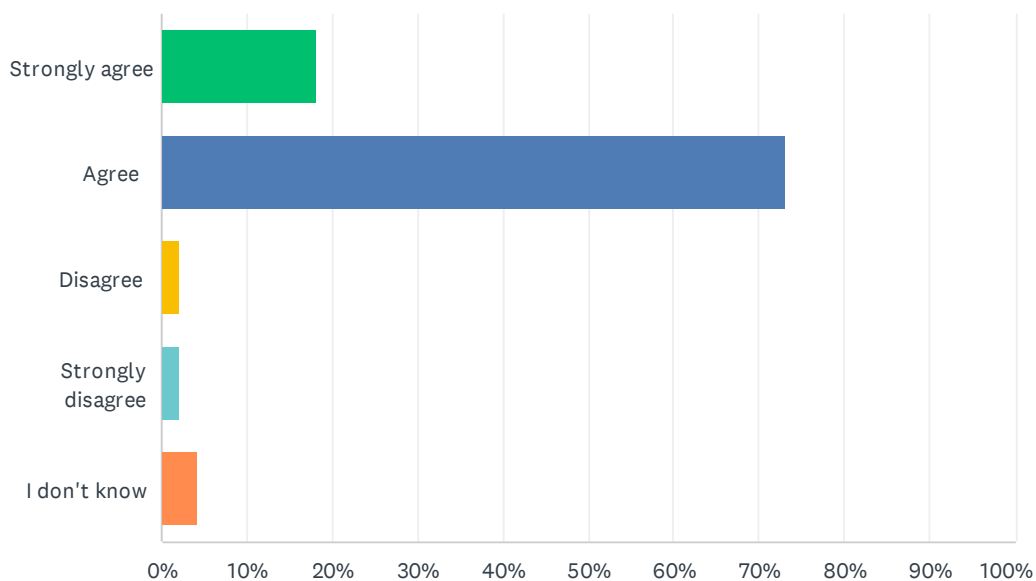
ANSWER CHOICES	RESPONSES	
Strongly agree	18.12%	25
Agree	73.19%	101
Disagree	2.17%	3
Strongly disagree	2.17%	3
I don't know	4.35%	6
TOTAL		138

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

Answered: 138   Skipped: 1
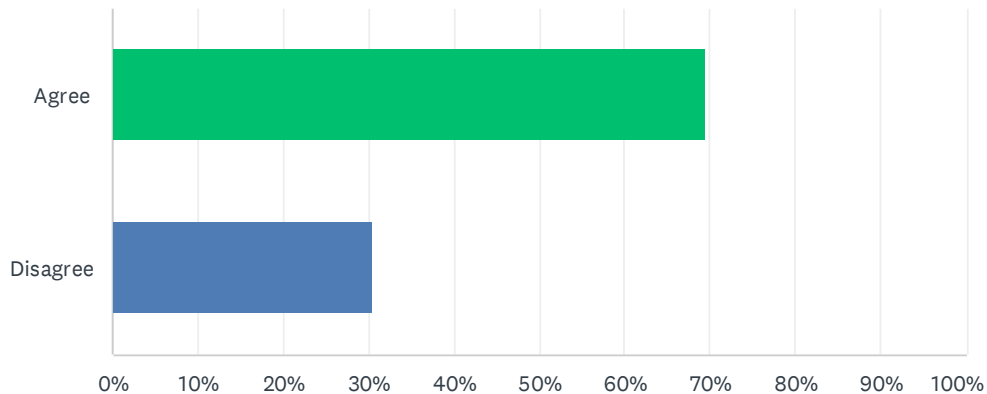
ANSWER CHOICES	RESPONSES	
Agree	69.57%	96
Disagree	30.43%	42
TOTAL		138

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 138   Skipped: 1
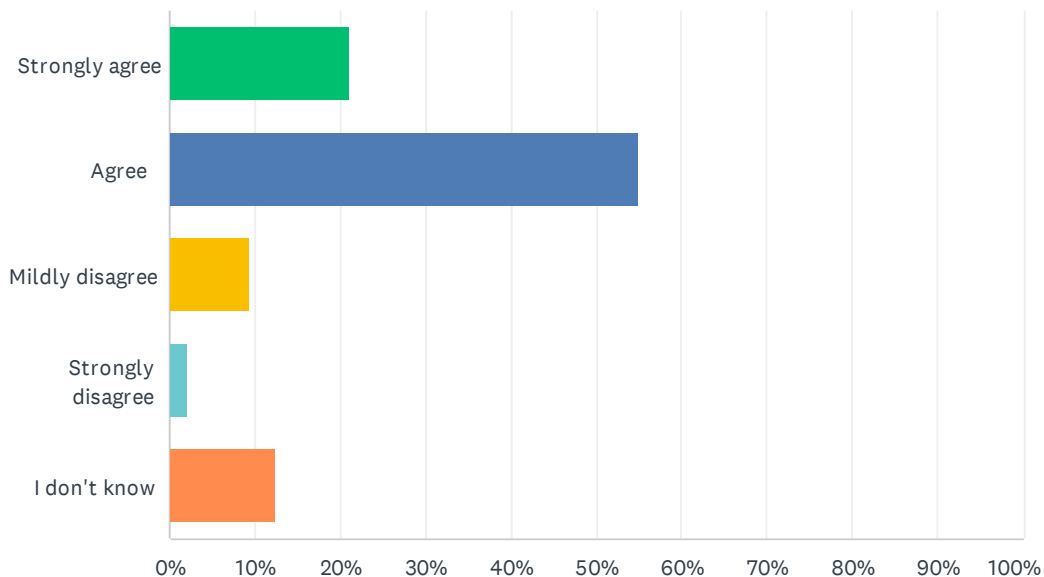
ANSWER CHOICES	RESPONSES	
Strongly agree	21.01%	29
Agree	55.07%	76
Mildly disagree	9.42%	13
Strongly disagree	2.17%	3
I don't know	12.32%	17
TOTAL		138

Q12 What is something you would like to see improved regarding safety at your school?

Answered: 88   Skipped: 51

Q1 How much do you find the following to be a problem at your school?

Answered: 39   Skipped: 0
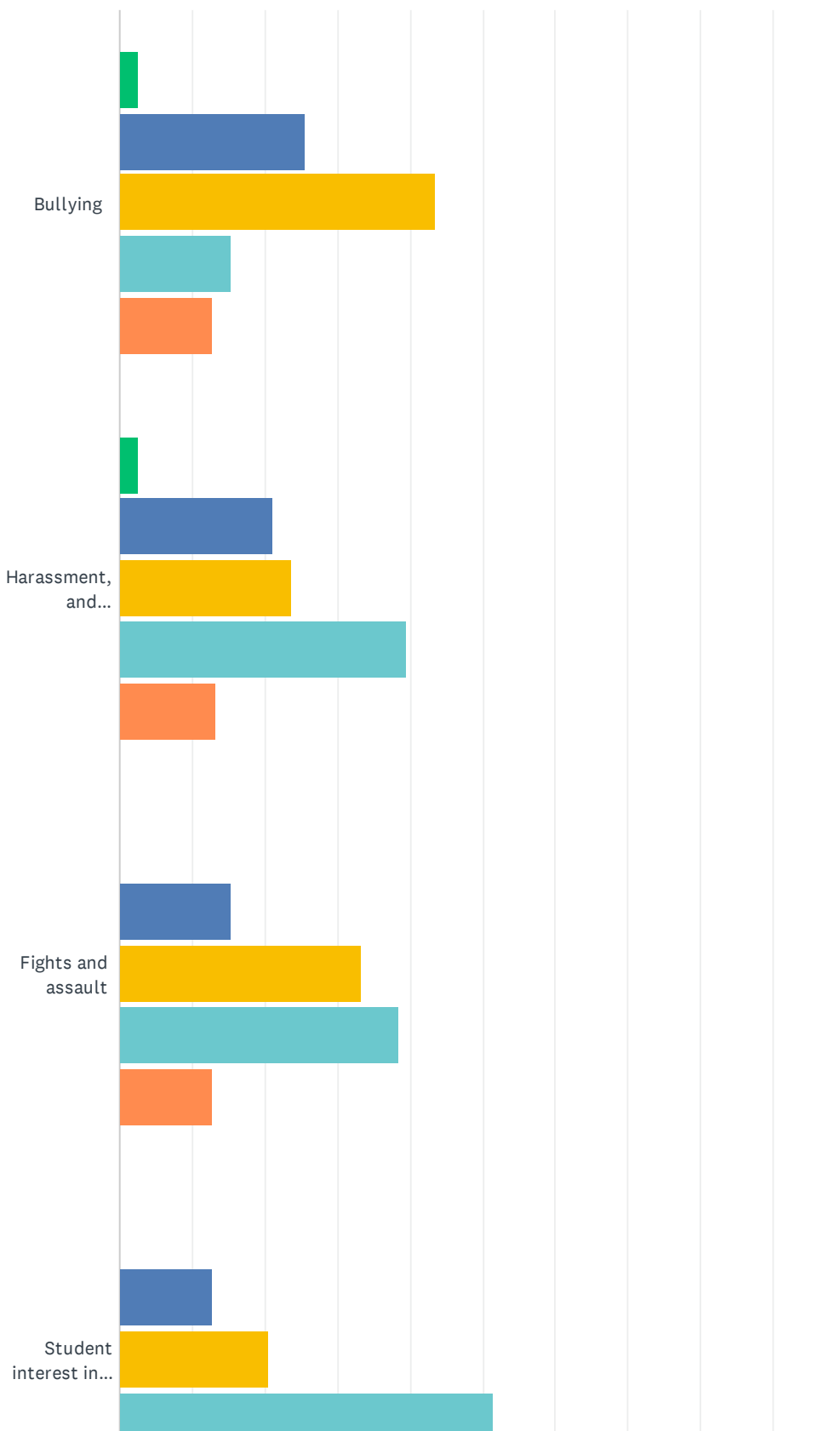
Illegal weapons

Graffiti and vandalism

People trespassing ...

Drug use

Quimby Oak Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Alcohol use

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
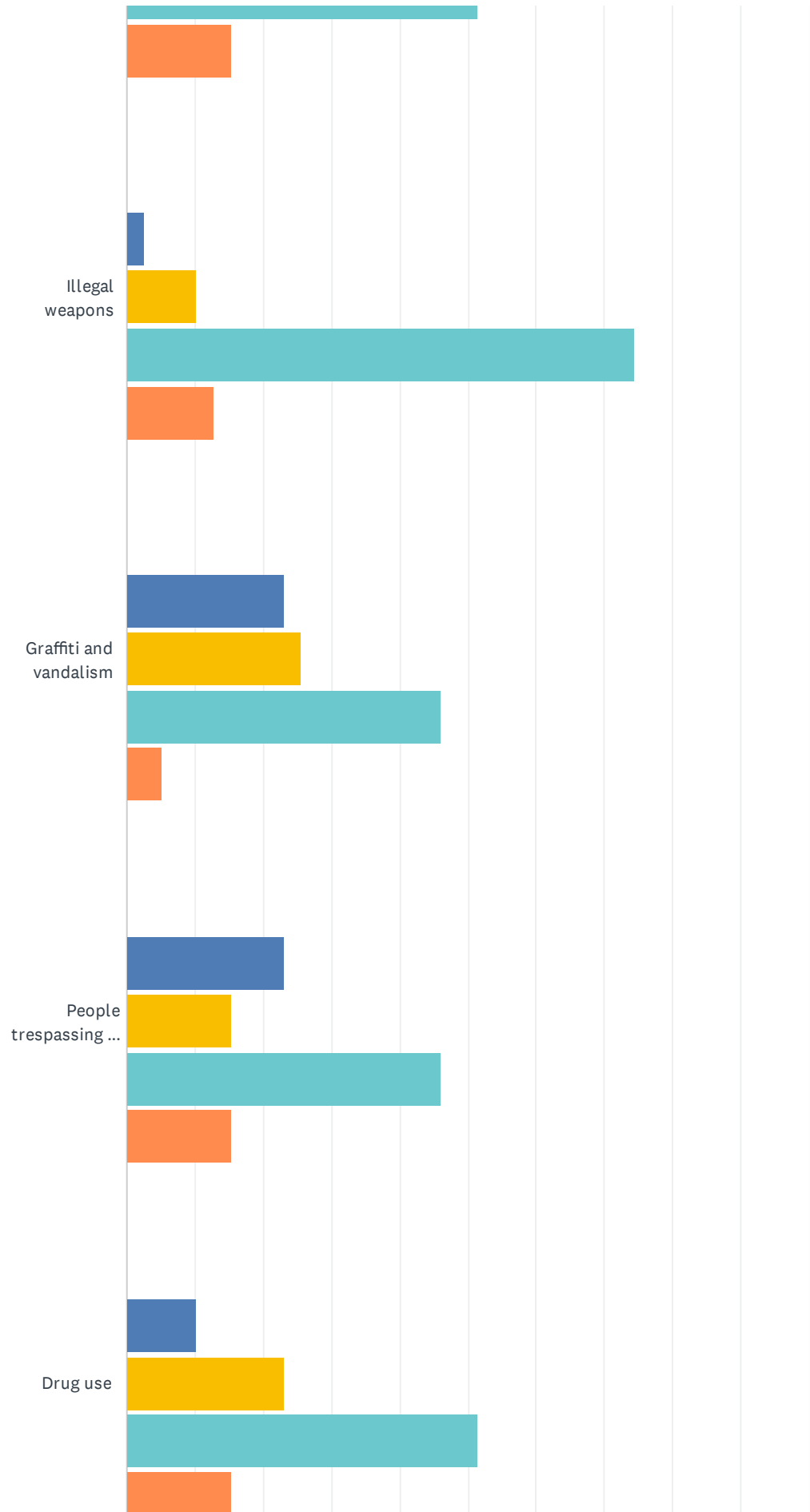
- 🟩 I see this h...
- 🟦 I see this h...
- 🟨 I hear stud...
- 🟩 I never hea...
- 🟧 I don't know.

	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	2.56% 1	25.64% 10	43.59% 17	15.38% 6	12.82% 5	39	3.10
Harassment, and intimidation	2.63% 1	21.05% 8	23.68% 9	39.47% 15	13.16% 5	38	3.39
Fights and assault	0.00% 0	15.38% 6	33.33% 13	38.46% 15	12.82% 5	39	3.49
Student interest in gangs	0.00% 0	12.82% 5	20.51% 8	51.28% 20	15.38% 6	39	3.69
Illegal weapons	0.00% 0	2.56% 1	10.26% 4	74.36% 29	12.82% 5	39	3.97
Graffiti and vandalism	0.00% 0	23.08% 9	25.64% 10	46.15% 18	5.13% 2	39	3.33
People trespassing on campus	0.00% 0	23.08% 9	15.38% 6	46.15% 18	15.38% 6	39	3.54
Drug use	0.00% 0	10.26% 4	23.08% 9	51.28% 20	15.38% 6	39	3.72
Alcohol use	0.00% 0	7.69% 3	10.26% 4	66.67% 26	15.38% 6	39	3.90

Q2 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.
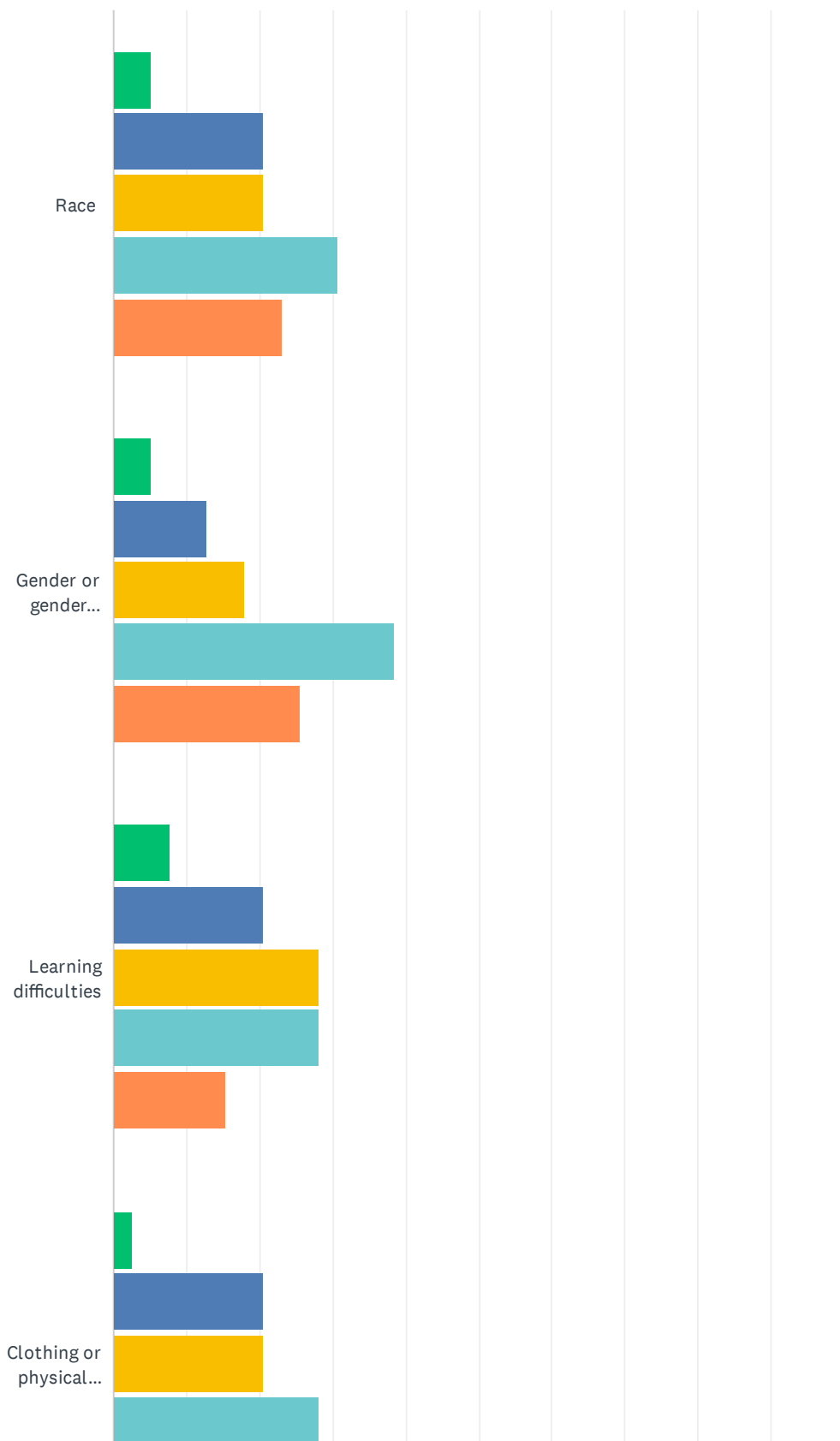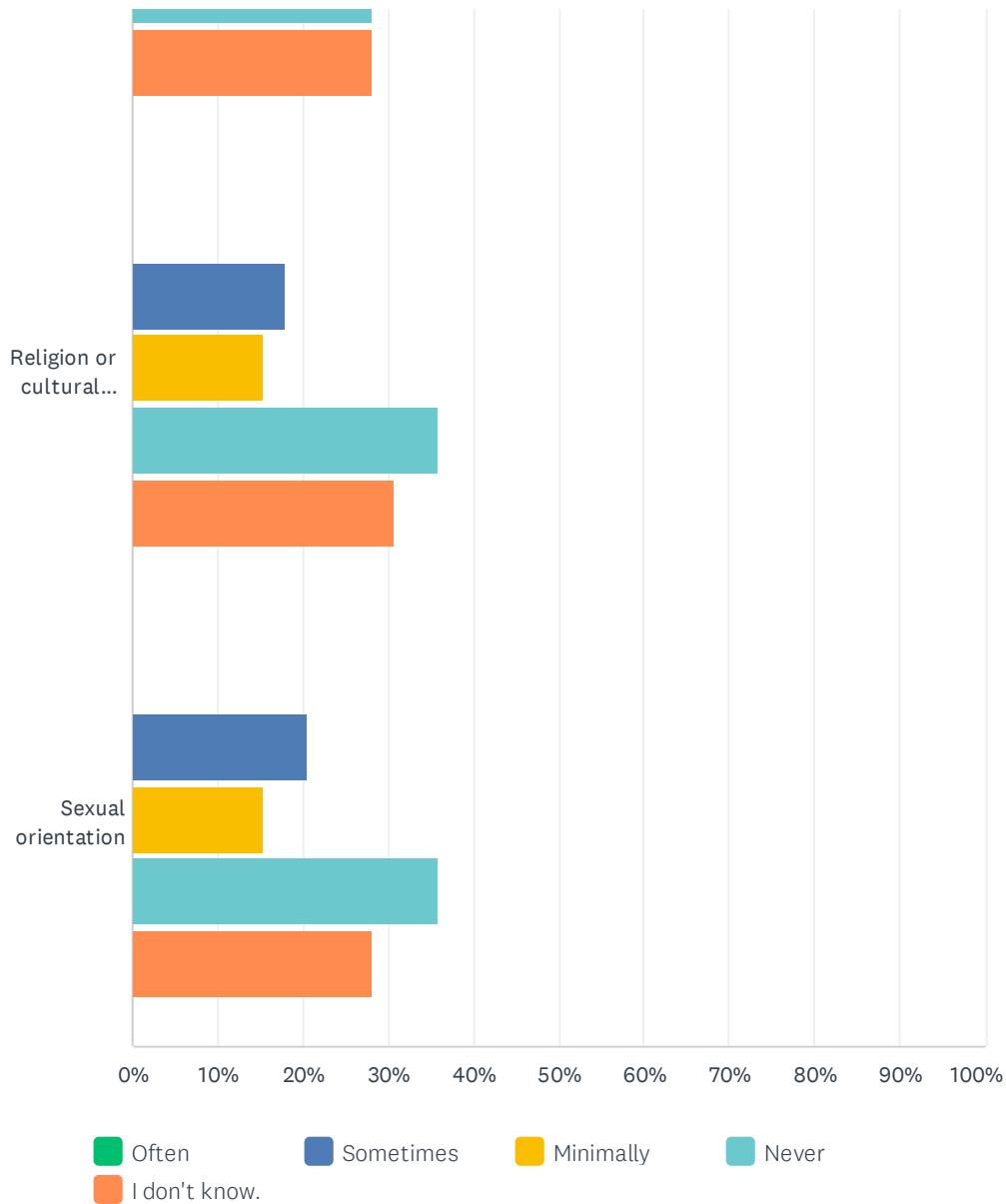
Answered: 39   Skipped: 0
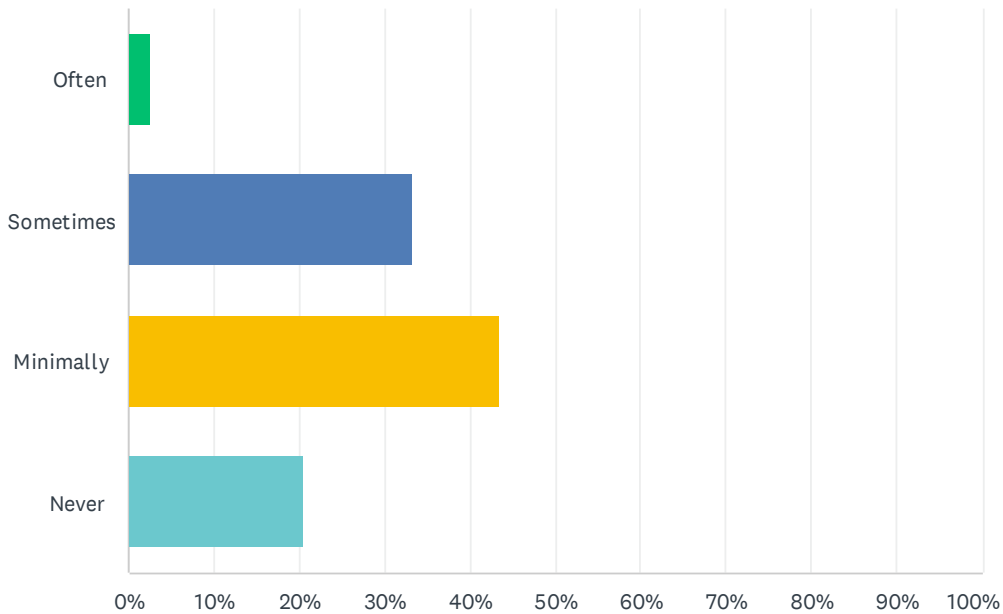
ANSWER CHOICES	RESPONSES	
Often	2.56%	1
Sometimes	33.33%	13
Minimally	43.59%	17
Never	20.51%	8
TOTAL		39

Q3 Students at this school get put down because of their...

Answered: 39   Skipped: 0

Legend: ● Often ● Sometimes ● Minimally ● Never ● I don't know.

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	5.13% 2	20.51% 8	20.51% 8	30.77% 12	23.08% 9	39	3.46
Gender or gender identification	5.13% 2	12.82% 5	17.95% 7	38.46% 15	25.64% 10	39	3.67
Learning difficulties	7.69% 3	20.51% 8	28.21% 11	28.21% 11	15.38% 6	39	3.23
Clothing or physical appearance	2.56% 1	20.51% 8	20.51% 8	28.21% 11	28.21% 11	39	3.59
Religion or cultural practices	0.00% 0	17.95% 7	15.38% 6	35.90% 14	30.77% 12	39	3.79
Sexual orientation	0.00% 0	20.51% 8	15.38% 6	35.90% 14	28.21% 11	39	3.72

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 39   Skipped: 0
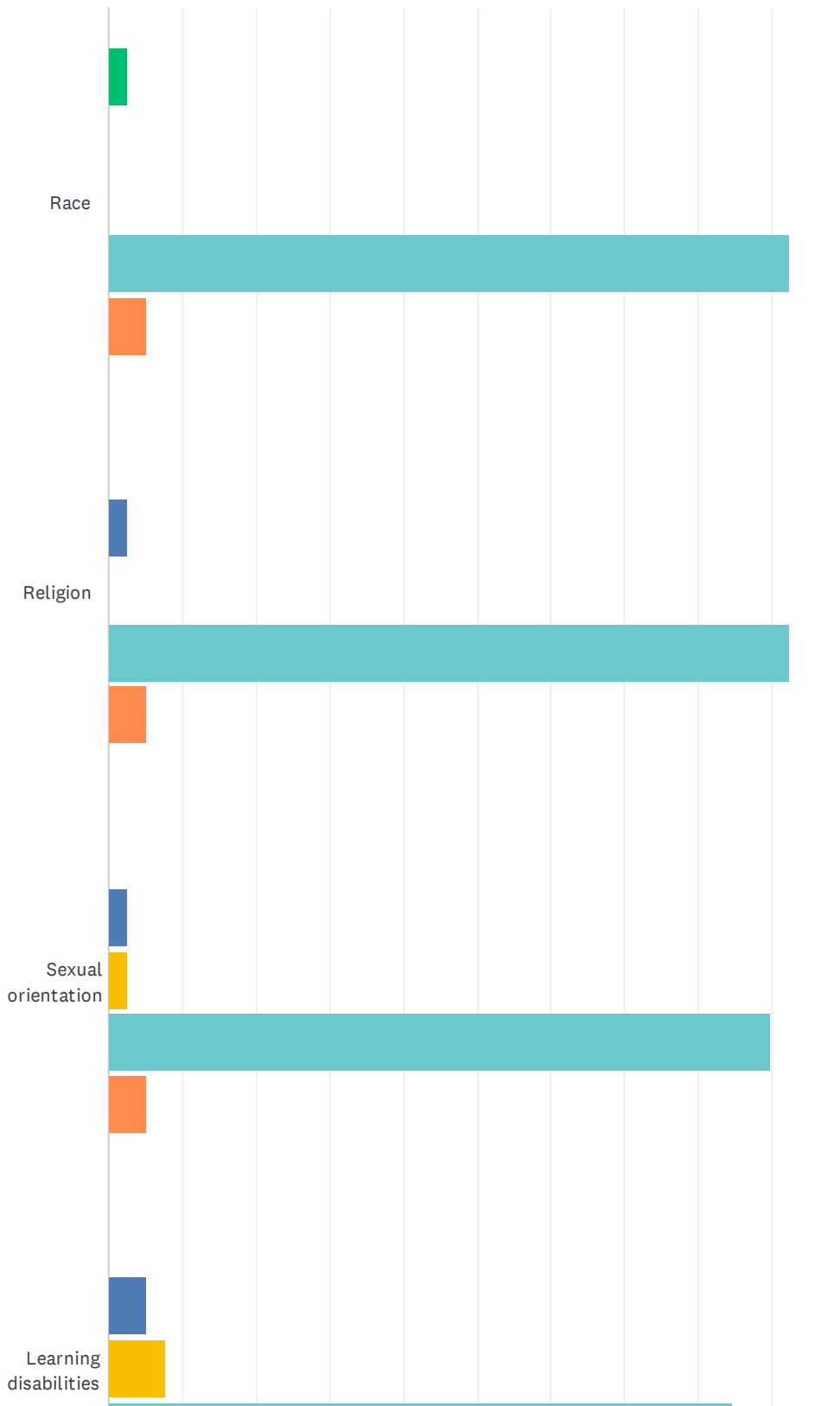
Quimby Oak Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

■ Often   ■ Sometimes   ■ Minimally   ■ Never   ■ I don't know.
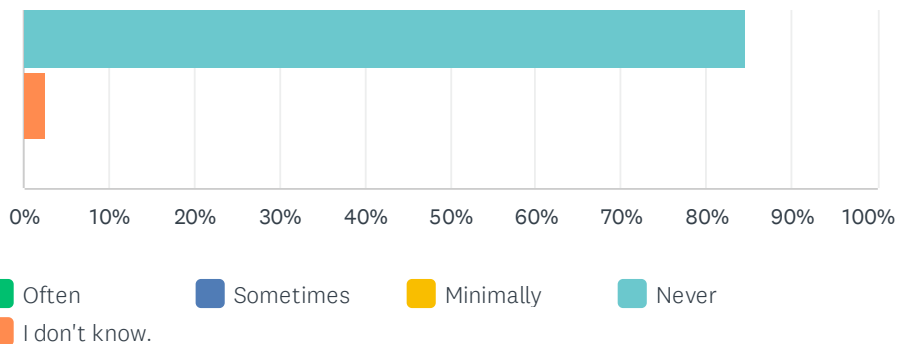
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	2.56% 1	0.00% 0	0.00% 0	92.31% 36	5.13% 2	39	3.97
Religion	0.00% 0	2.56% 1	0.00% 0	92.31% 36	5.13% 2	39	4.00
Sexual orientation	0.00% 0	2.56% 1	2.56% 1	89.74% 35	5.13% 2	39	3.97
Learning disabilities	0.00% 0	5.13% 2	7.69% 3	84.62% 33	2.56% 1	39	3.85

Q5 How familiar are you with the following?

Answered: 39   Skipped: 0
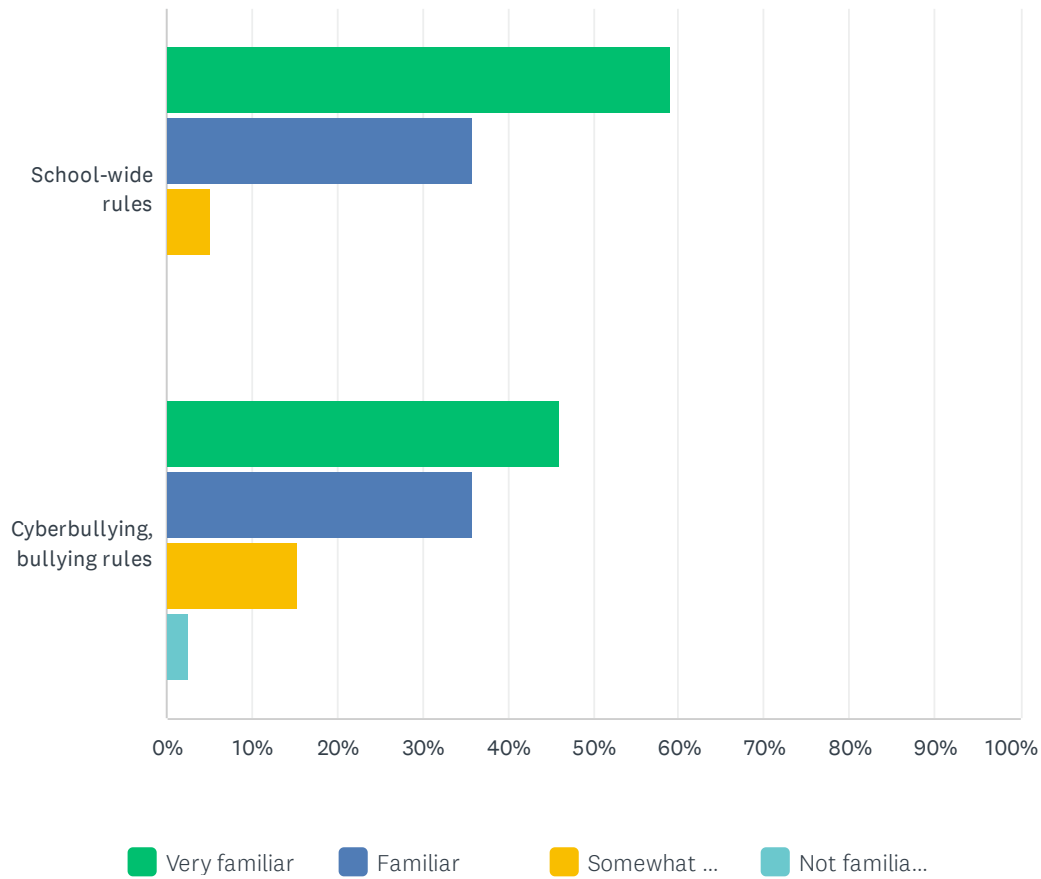
	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	58.97% 23	35.90% 14	5.13% 2	0.00% 0	39	1.46
Cyberbullying, bullying rules	46.15% 18	35.90% 14	15.38% 6	2.56% 1	39	1.74

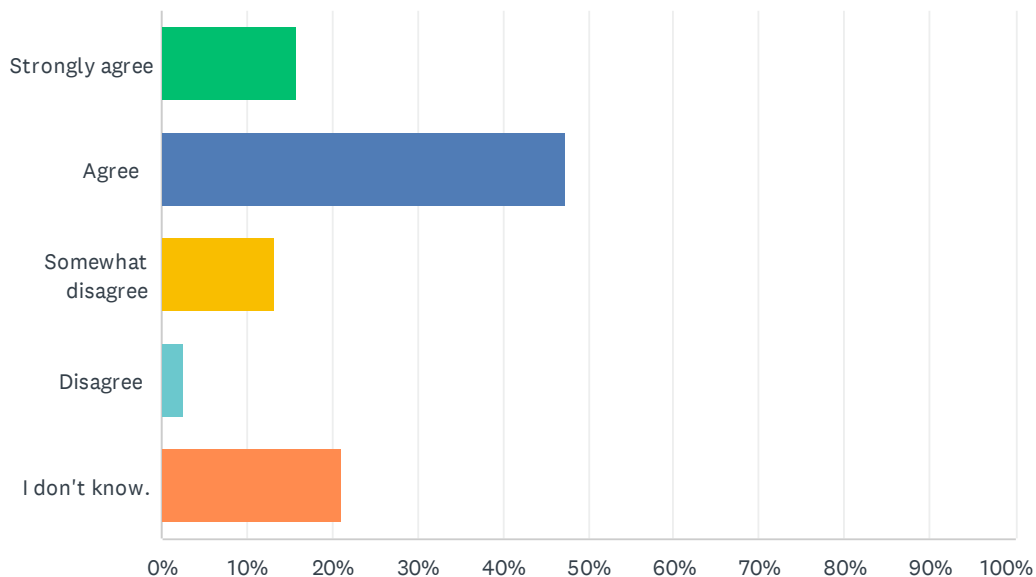# Q6 Staff enforces school rules fairly and appropriately?

Answered: 38   Skipped: 1
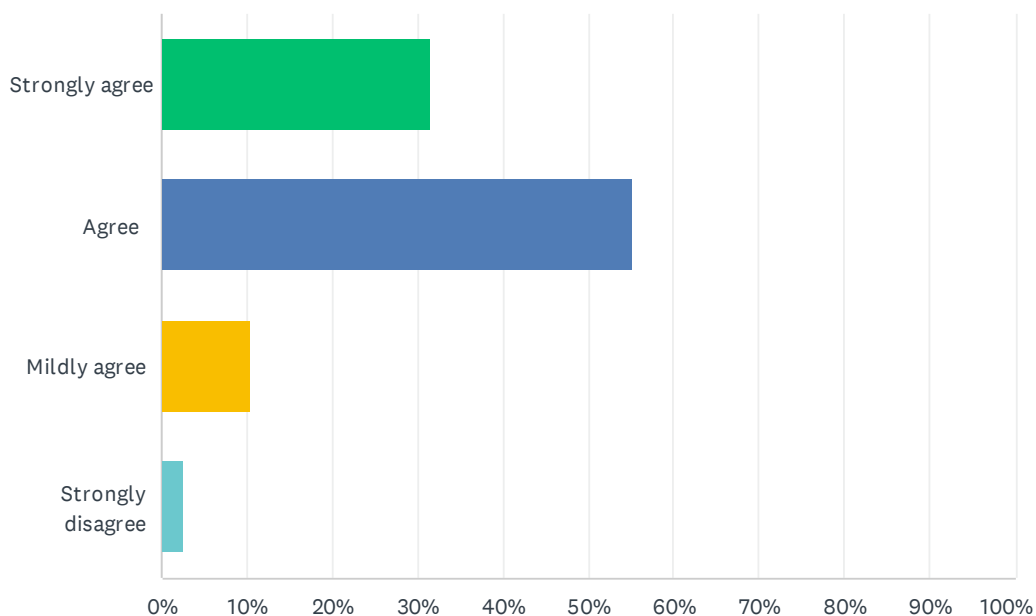
ANSWER CHOICES	RESPONSES	
Strongly agree	31.58%	12
Agree	55.26%	21
Mildly agree	10.53%	4
Strongly disagree	2.63%	1
TOTAL		38

Q7 I think that suspensions and expulsions are assigned to students when necessary.
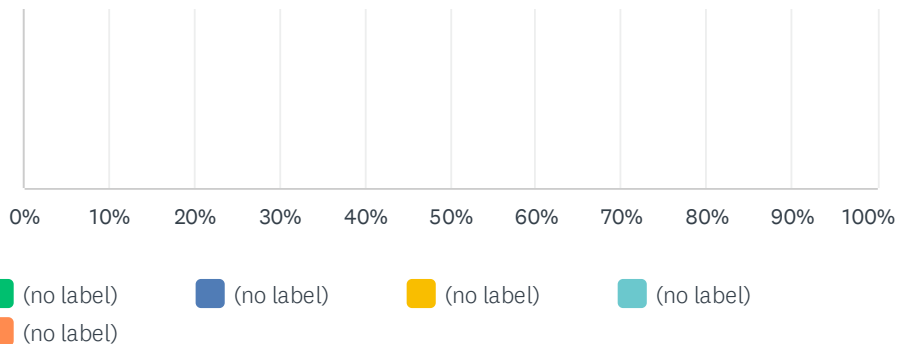
Answered: 38   Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	15.79%	6
Agree	47.37%	18
Somewhat disagree	13.16%	5
Disagree	2.63%	1
I don't know.	21.05%	8
TOTAL		38

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?
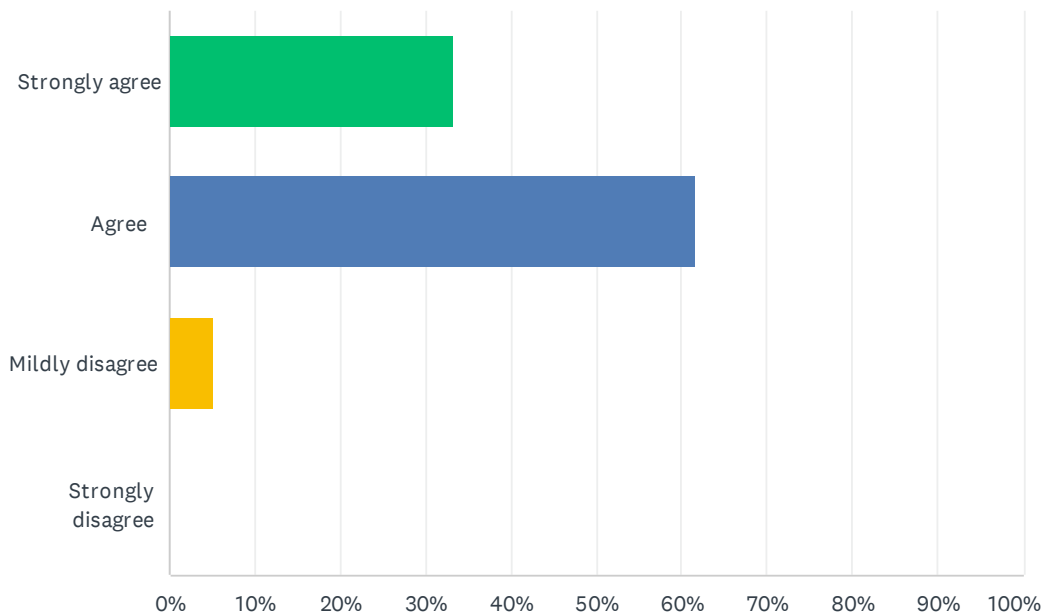
Answered: 39   Skipped: 0
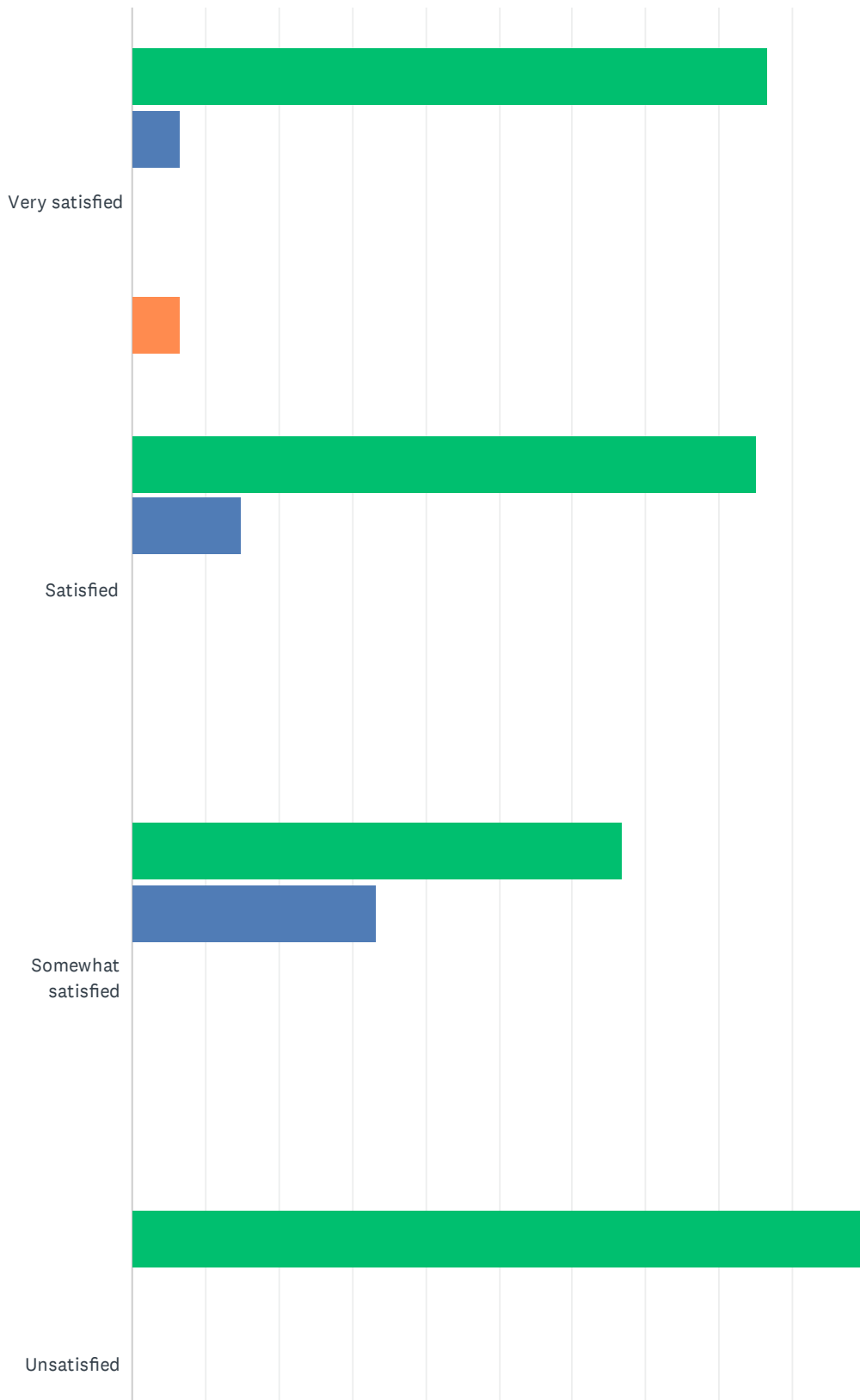
0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ (no label)   ■ (no label)   ■ (no label)   ■ (no label)
■ (no label)

	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
Very satisfied	86.67% 13	6.67% 1	0.00% 0	0.00% 0	6.67% 1	15	0.87
Satisfied	85.00% 17	15.00% 3	0.00% 0	0.00% 0	0.00% 0	20	0.85
Somewhat satisfied	66.67% 2	33.33% 1	0.00% 0	0.00% 0	0.00% 0	3	0.67
Unsatisfied	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1	1.00

Q9 The school provides adequate training for staff on school policies and procedures?
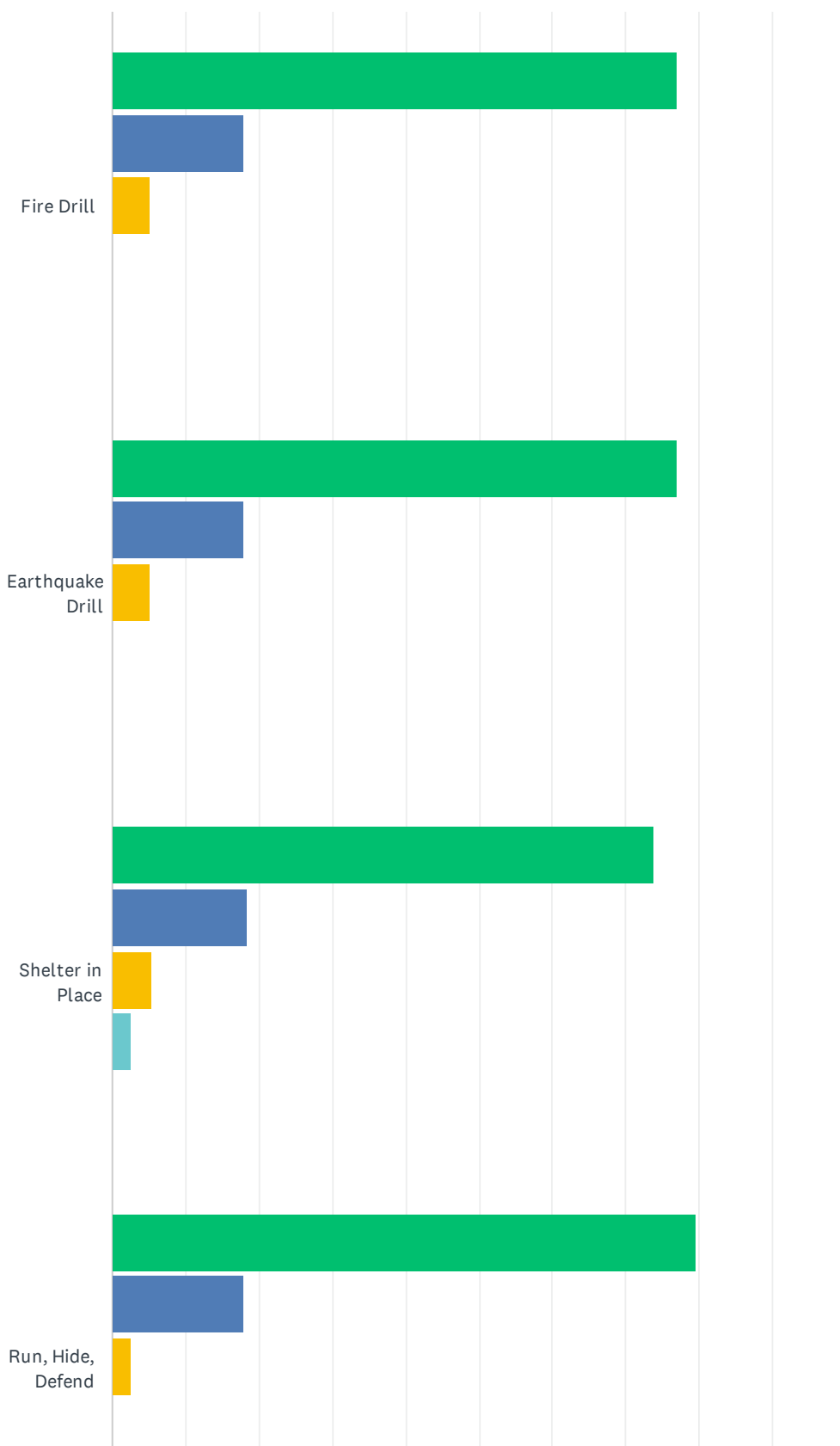
Answered: 39   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	33.33%	13
Agree	61.54%	24
Mildly disagree	5.13%	2
Strongly disagree	0.00%	0
TOTAL		39

Q10 How well do you understand your schools Emergency procedures?

Answered: 39   Skipped: 0

Fire Drill

Earthquake Drill

Shelter in Place

Run, Hide, Defend

Quimby Oak Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
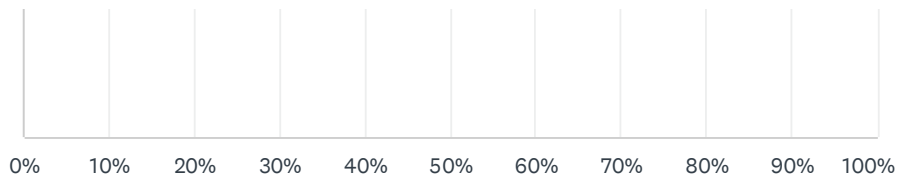
Legend: ■ Very familiar   ■ Familiar   ■ Somewhat ...   ■ Not familia...   ■ I don't know.

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	76.92% 30	17.95% 7	5.13% 2	0.00% 0	0.00% 0	39
Earthquake Drill	76.92% 30	17.95% 7	5.13% 2	0.00% 0	0.00% 0	39
Shelter in Place	73.68% 28	18.42% 7	5.26% 2	2.63% 1	0.00% 0	38
Run, Hide, Defend	79.49% 31	17.95% 7	2.56% 1	0.00% 0	0.00% 0	39

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.
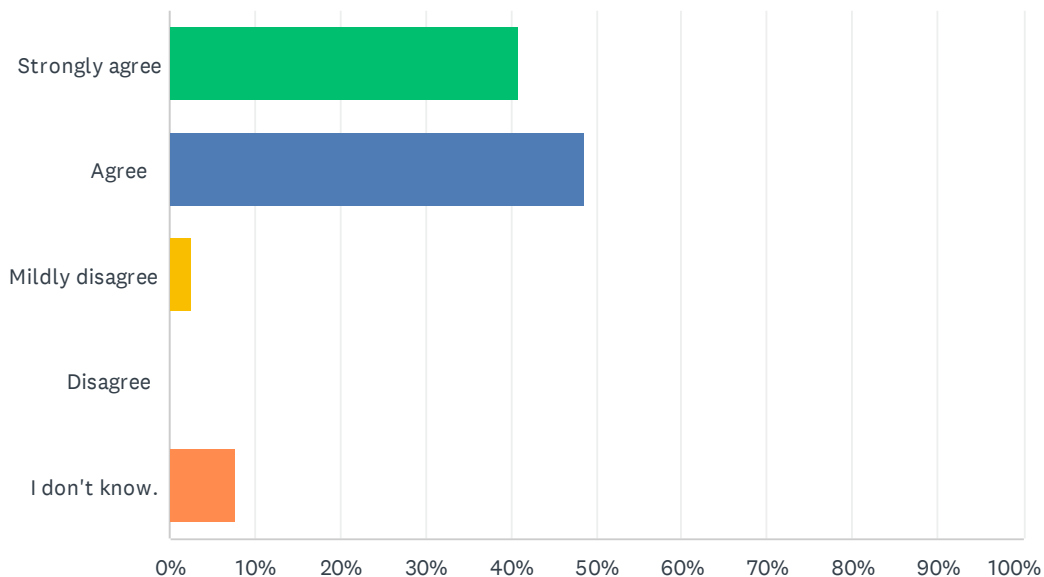
Answered: 38   Skipped: 1
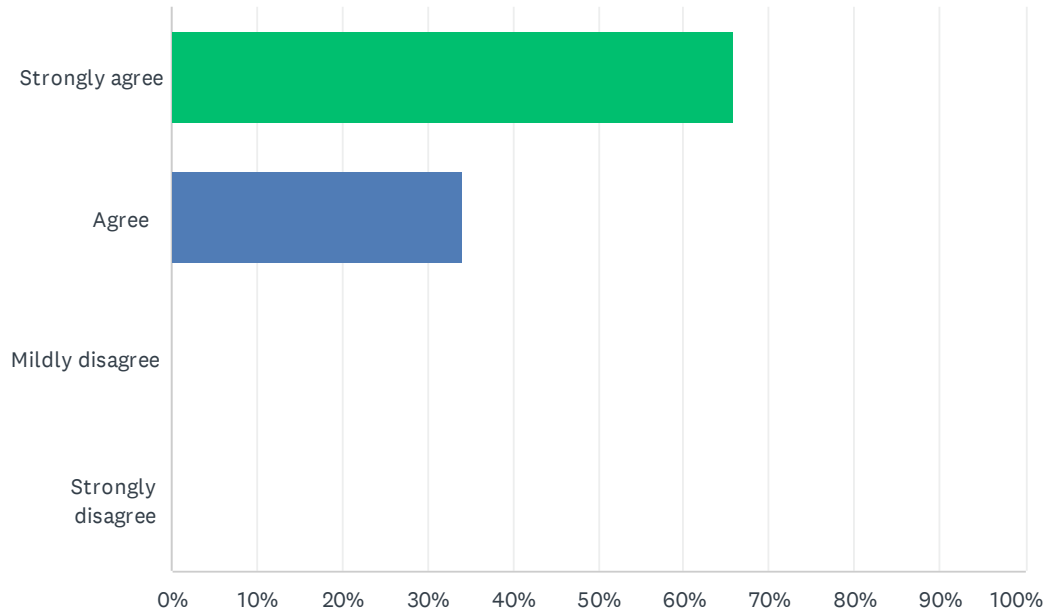
ANSWER CHOICES	RESPONSES	
Strongly agree	65.79%	25
Agree	34.21%	13
Mildly disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		38

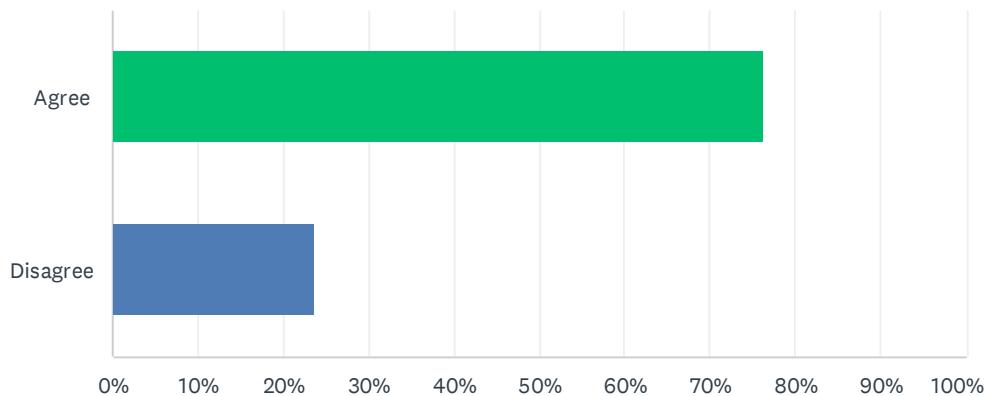# Q12 The school has adequate resources to help students in an emergency or crisis.

Answered: 39   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	41.03%	16
Agree	48.72%	19
Mildly disagree	2.56%	1
Disagree	0.00%	0
I don't know.	7.69%	3
TOTAL		39

Q13 I am aware of the district's Wellness Connections webpage for staff and students.
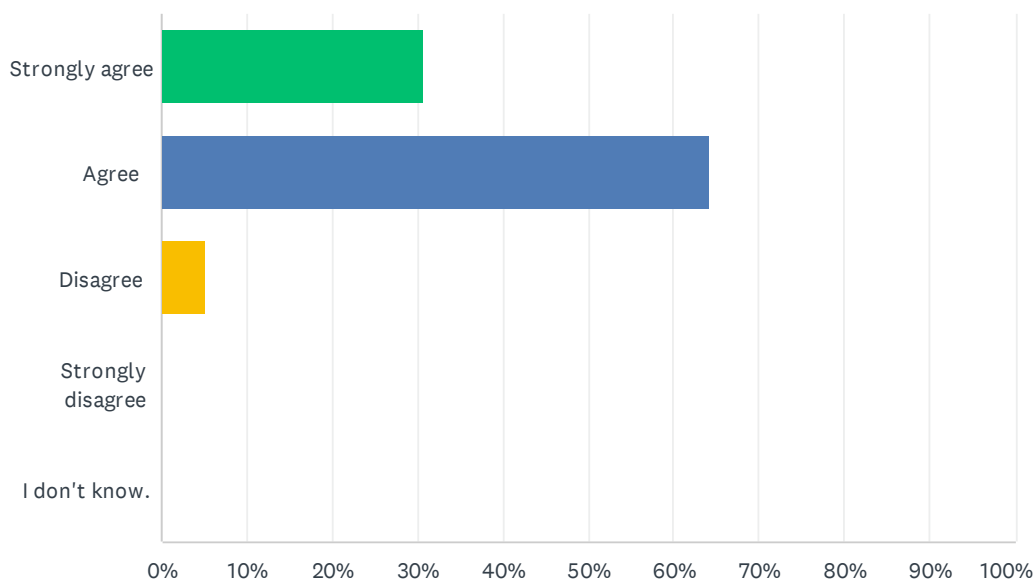
Answered: 38   Skipped: 1

ANSWER CHOICES	RESPONSES	
Agree	76.32%	29
Disagree	23.68%	9
TOTAL		38

Q14 The facilities and grounds are well maintained at my school.

Answered: 39   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	30.77%	12
Agree	64.10%	25
Disagree	5.13%	2
Strongly disagree	0.00%	0
I don't know.	0.00%	0
TOTAL		39

Q15 What is something you would like to see improved regarding safety at your school?

Answered: 17   Skipped: 22