

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Quail Glen Elementary	31-66803-6112403	5/28/26	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Quail Glen Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Quail Glen Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

School Vision and Mission

Vision

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

Mission

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

School Profile

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

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

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

We are a proud PBIS (Positive Behavioral Intervention Systems) school with an active Tier 1 and Tier 2 team. This program instills a strong sense of community among staff and students alike. We use the Patriot P.A.C.T. to teach our school-wide expectations: Problem Solve, Act Safely, Choose Wisely, and Treat with Respect. Students are constantly recognized for following "the PACT" through our school's daily "Caught Ya's," weekly "Patriot Prizes" and trimester "Patriot Pull." Through the use of this program, we have seen a marked improvement in our students' understanding of the school wide expectations and their ability to meet those expectations.

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

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

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

Educational Partner Involvement

How, when, and with whom did Quail Glen Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At Quail Glen Elementary School, we believe that all stakeholders should be involved in the development, maintenance and review of all school goals and programs. On an ongoing basis, school staff, the ELAC committee, and the School Site Council analyze school data and provide input on our school goals and academic programs that are monitored through the SPSA. We adjust our goals and programs based on data and feedback from our stakeholder groups. 2025-26 School Site Council meeting dates related to the 2026-27 SPSA are scheduled for January 22, 2026, February 26, 2026, March 19, 2026, April 23, 2026 and May 21, 2026. ELAC meetings are February 23, 2026 and April 20, 2026. Staff meetings are February 9, 2026 and April 20, 2026. Looking ahead, our 2026-27 School Site Council meetings to address the 2027-28 SPSA will occur in January-May of 2027.

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.

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

ELA: none

Math: Students with Disabilities

English Learner Progress: subgroup too small to measure/no color reported

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

Suspension: Socioeconomically Disadvantaged students Students with Disabilities and White students

Chronic Absenteeism: All students, Socioeconomically Disadvantaged students, Students with Disabilities and students of two or more races.

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

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

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

ELA: Students with Disabilities

Math: Students with Disabilities

English Learner Progress: subgroup too small to measure/no color reported

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

Suspension: Two or more Races, Students with Disabilities

Chronic Absenteeism: Socioeconomically Disadvantaged, Students with Disabilities

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

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.72%	0.38%	0.36%	4	2	2
African American	1.63%	2.26%	2.71%	9	12	15
Asian	4.35%	4.32%	3.98%	24	23	22
Filipino	1.45%	1.32%	1.63%	8	7	9
Hispanic/Latino	25.72%	24.62%	24.41%	142	131	135
Pacific Islander	0.18%	0.19%	0.36%	1	1	2
White	53.08%	54.70%	52.08%	293	291	288
Multiple/No Response	12.14%	11.28%	12.48%	67	60	69
Total Enrollment				552	532	553

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		27	45
Kindergarten	80	80	71
Grade 1	78	70	91
Grade 2	93	78	80
Grade3	80	95	78
Grade 4	98	87	96
Grade 5	97	95	92
Total Enrollment	552	532	553

Conclusions based on this data:

1. Enrollment data shows an overall decline in elementary aged students living in our neighborhoods and attending Quail Glen. This data matches projected enrollment numbers.
2. Twenty-five (25%) percent of our student population self reports as Hispanic or Latino, making this our second largest subgroup.
3. Three year trends show a consistent percentage (12-13%) of students who claim a multi-national heritage or decline to state any heritage at all.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	28	22	28	4.1%	5.1%	5.1%
Fluent English Proficient (FEP)	9	12	16	2.0%	1.6%	2.9%
Reclassified Fluent English Proficient (RFEP)	5	7		1.1%	0.9%	

Conclusions based on this data:

1. Our English Learner student population fluctuates between 22-28 students per year. Our English Learner students make up approximately 4-5% of the student population at Quail Glen.
2. Approximately half of our English Learners are designated as Fluent English Proficient. This designation means a student is no longer needing EL specific support.
3. Reclassification allows students to access courses at the middle school and secondary level that prepare them for future college and career choices. It is our goal to continue to support students in becoming Reclassified as Fluent English Proficient by 5th grade.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	96	79	93	96	78	92	96	78	92	100.0	98.7	98.9
Grade 4	97	97	87	96	97	87	96	97	87	99.0	100	100
Grade 5	98	98	94	98	95	94	98	95	94	100.0	96.9	100
All Grades	291	274	274	290	270	273	290	270	273	99.7	98.5	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2453.	2470.	2458.	34.38	50.00	34.78	29.17	25.64	28.26	20.83	8.97	20.65	15.63	15.38	16.30
Grade 4	2474.	2482.	2500.	27.08	31.96	37.93	22.92	28.87	26.44	26.04	17.53	17.24	23.96	21.65	18.39
Grade 5	2529.	2544.	2570.	29.59	38.95	56.38	32.65	31.58	21.28	18.37	17.89	12.77	19.39	11.58	9.57
All Grades	N/A	N/A	N/A	30.34	39.63	43.22	28.28	28.89	25.27	21.72	15.19	16.85	19.66	16.30	14.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.21	29.49	22.83	59.38	60.26	63.04	10.42	10.26	14.13
Grade 4	26.04	26.80	29.89	60.42	58.76	58.62	13.54	14.43	11.49
Grade 5	23.47	30.53	38.30	64.29	56.84	56.38	12.24	12.63	5.32
All Grades	26.55	28.89	30.40	61.38	58.52	59.34	12.07	12.59	10.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.88	34.62	32.61	60.42	48.72	52.17	17.71	16.67	15.22
Grade 4	15.63	12.37	20.69	62.50	67.01	62.07	21.88	20.62	17.24
Grade 5	31.63	29.47	35.11	50.00	60.00	55.32	18.37	10.53	9.57
All Grades	23.10	24.81	29.67	57.59	59.26	56.41	19.31	15.93	13.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.71	19.23	15.22	78.13	70.51	77.17	4.17	10.26	7.61
Grade 4	12.50	16.49	18.39	75.00	69.07	68.97	12.50	14.43	12.64
Grade 5	20.41	20.00	25.53	70.41	70.53	68.09	9.18	9.47	6.38
All Grades	16.90	18.52	19.78	74.48	70.00	71.43	8.62	11.48	8.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.79	39.74	19.57	67.71	51.28	65.22	12.50	8.97	15.22
Grade 4	11.46	20.62	25.29	80.21	60.82	68.97	8.33	18.56	5.75
Grade 5	23.47	32.63	35.11	65.31	61.05	57.45	11.22	6.32	7.45
All Grades	18.28	30.37	26.74	71.03	58.15	63.74	10.69	11.48	9.52

Conclusions based on this data:

- Overall English Language Arts (ELA) achievement data provides information on student achievement levels and serves as an indicator to determine focus for growth in subsequent years. The 2024-25 data shows the overall percentage of students Exceeding or Meeting Standard in ELA to be 68%. This total is represented by 63% of 3rd graders, 64% of 4th graders and 77% of 5th graders having met or exceeded ELA standards. This is similar to last years scores and 9 points higher than 22-23 scores.
- Analysis of each claim individually contributes to the development of school and grade level SMART goals. Further disaggregation of the data indicates overall trends in achievement levels, reveals deficit areas and areas experiencing greater success. The 2024-25 data analysis in Reading shows that 88% of students are testing Above/At/Near Standard. Data analysis in the area of Writing shows a success rate of 86% with 29% scoring Above Standard. The Listening claim is an overall area of success in student achievement as 91% of students were Above/At/or Near Standard. The Research and Inquiry claim shows that 90% of students are Above/At/or Near Standard
- Quail Glen Elementary School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to monitor growth in the area of English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	96	79	92	96	79	91	96	79	91	100.0	100	98.9
Grade 4	97	97	87	96	97	87	96	97	87	99.0	100	100
Grade 5	98	98	94	98	95	94	98	95	94	100.0	96.9	100
All Grades	291	274	273	290	271	272	290	271	272	99.7	98.9	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2454.	2446.	2447.	31.25	27.85	25.27	35.42	35.44	34.07	15.63	18.99	21.98	17.71	17.72	18.68
Grade 4	2492.	2494.	2487.	20.83	25.77	16.09	40.63	31.96	41.38	27.08	25.77	32.18	11.46	16.49	10.34
Grade 5	2526.	2531.	2542.	31.63	32.63	37.23	21.43	22.11	24.47	25.51	27.37	21.28	21.43	17.89	17.02
Grade 11															
All Grades	N/A	N/A	N/A	27.93	28.78	26.47	32.41	29.52	33.09	22.76	24.35	25.00	16.90	17.34	15.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.46	27.85	28.57	48.96	53.16	52.75	14.58	18.99	18.68
Grade 4	32.29	31.96	21.84	52.08	49.48	58.62	15.63	18.56	19.54
Grade 5	36.73	32.63	35.11	41.84	47.37	47.87	21.43	20.00	17.02
Grade 11									
All Grades	35.17	31.00	28.68	47.59	49.82	52.94	17.24	19.19	18.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.50	26.58	23.08	43.75	56.96	62.64	18.75	16.46	14.29
Grade 4	26.04	24.74	17.24	54.17	56.70	70.11	19.79	18.56	12.64
Grade 5	21.43	25.26	29.79	56.12	51.58	57.45	22.45	23.16	12.77
All Grades	28.28	25.46	23.53	51.38	54.98	63.24	20.34	19.56	13.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.00	25.32	20.88	60.42	60.76	59.34	14.58	13.92	19.78
Grade 4	26.04	30.93	25.29	59.38	54.64	63.22	14.58	14.43	11.49
Grade 5	27.55	24.21	32.98	58.16	60.00	51.06	14.29	15.79	15.96
All Grades	26.21	26.94	26.47	59.31	58.30	57.72	14.48	14.76	15.81

Conclusions based on this data:

- Overall Math achievement data provides information on student achievement levels and serves as an indicator to determine focus for growth in subsequent years. The 2024-25 data shows the overall percentage of all students Exceeding or Meeting Standard in Math to be 59%. When further broken down, it is represented by 59% of 3rd graders, 57% of 4th graders and 61% of 5th graders exceeding or meeting standard.
- Analysis of each claim individually contributes to the development of school and grade-level SMART goals. Further disaggregation of the data indicates overall trends in achievement levels, reveals deficit areas, and areas experiencing greater success. The 2024-25 data analysis in the area of Concepts and Procedures shows a success rate 81% of students Above/At or Near standard. Problem Solving and Modelling/Data Analysis shows an overall success rate of 86%, with 23% scoring Above Standard. The Communicating Reasoning claim shows student achievement at 84% Above/At/Near Standard.
- Quail Glen Elementary School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to monitor growth in the area of mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	5	7	*
1	*	*	*	*	*	*	*	*	*	*	4	5
2	*	*	*	*	*	*	*	*	*	*	4	*
3	*	*	*	*	*	*	*	*	*	4	4	5
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	4	4	*
All Grades										19	25	18

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.84	32.00	16.67	31.58	28.00	27.78	26.32	12.00	22.22	5.26	28.00	33.33	19	25	18

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.58	40.00	27.78	47.37	32.00	22.22	10.53	4.00	11.11	10.53	24.00	38.89	19	25	18

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	21.05	20.00	5.56	26.32	36.00	27.78	42.11	12.00	27.78	10.53	32.00	38.89	19	25	18

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.63	36.00	27.78	36.84	44.00	44.44	10.53	20.00	27.78	19	25	18

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.58	48.00	33.33	57.89	32.00	27.78	10.53	20.00	38.89	19	25	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.32	20.00	11.11	63.16	44.00	44.44	10.53	36.00	44.44	19	25	18

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.58	28.00	11.11	57.89	52.00	72.22	10.53	20.00	16.67	19	25	18

Conclusions based on this data:

1. This data provides information on Quail Glen's English Language Learner's (EL) English proficiency levels and serves as an indicator to determine the focus for growth in subsequent years. For K-5th grade, there are no grade level data points as there are not enough EL students for the state to post results. A total of 18 students participated in the ELPAC in the 2024-25 school year. Of these students, the data shows that 16% of the students are at the highest English Proficiency, Level 4. Students at this level have well developed English Skills. The data reflects that 27% of students are at proficiency Level 3. Students at this level have moderately developed English

Skills. Both Level 3 and Level 4 are within the Bridging proficiency levels, which requires light linguist support. The remaining 55% are at Level 1 and 2 and require more intensive classroom support.

2. It is noted that the Speaking domain is an area of success for Quail Glen students with 33% of students scoring in the Well Developed range.
3. The Listening (27%) domain is an overall areas of success for Quail Glen students.

School and Student Performance Data

Student Population

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

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
532	29.7%	4.1%	0.0%
Total Number of Students enrolled in Quail Glen Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	4.1%
Foster Youth	0	0.0%
Homeless	6	1.1%
Socioeconomically Disadvantaged	158	29.7%
Students with Disabilities	76	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.3%
American Indian	2	0.4%
Asian	23	4.3%
Filipino	7	1.3%
Hispanic	131	24.6%
Two or More Races	60	11.3%
Pacific Islander	1	0.2%
White	291	54.7%

Conclusions based on this data:

1. Current data shows that twenty-nine percent (29%) of the student population or one hundred fifty eight(158) students qualify as socioeconomically disadvantaged. While this is under the qualifications to be a Title 1 school, it has grown 2% yearly.
2. Fourteen percent (14%) of the student population or seventy-six (76) students qualify as students with disabilities. Nationally the average is fifteen percent (15%).
3. Enrollment of students identifying as Hispanic continues to increase. Current data reports one hundred thirty one (131) students or twenty-four percent (24%) of the student population.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1.

In 2024-25, academic performance in both English Language Arts and Mathematics was rated as green or "high." Fifty-nine percent (59%) of 3rd-5th graders met or exceeded standard in Math, while sixty-eight percent (68%) met or exceeded standards in English Language Arts
2.

In 2024-25, Academic Engagement indicators for chronic absenteeism are orange marking it an area of concern.

3. In 2024-25, Conditions and Climate indicators report suspension data as yellow or "medium."

School and Student Performance Data

Academic Performance English Language Arts

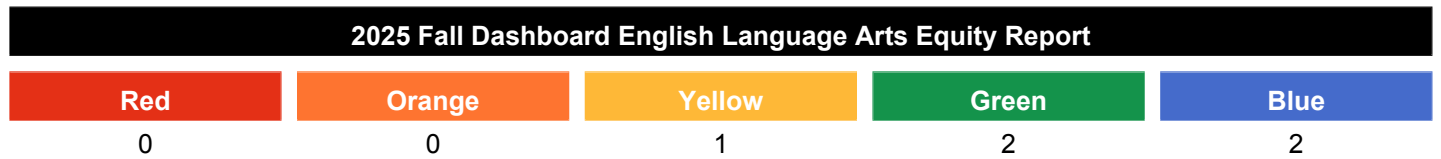
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 42.9 points above standard Increased 12.6 points 266 Students	English Learners  No Performance Color 22.1 points below standard Increased 50.9 points 15 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Blue 14.3 points above standard Increased 22.5 points 77 Students

Students with Disabilities  Yellow 34.8 points below standard Increased 11.4 points 49 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 14.4 points above standard Declined 4.6 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 15.4 points above standard Increased 14 points 66 Students
Two or More Races  Green 42.3 points above standard Increased 9.9 points 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 59.1 points above standard Increased 16.1 points 147 Students

Conclusions based on this data:

- Overall, the English Language Arts performance indicator for all students was green or "high," as a result of all student groups scoring 42 points above standard. This score is considered an increase in growth as it was 12 points higher than the previous year.

Socioeconomically Disadvantaged students scored in the blue or "high" range. Overall, this student group scored 14 points above standard due to an increase of 22 points.

Students with Disabilities scored in the yellow or "medium" range. Overall, this subgroup scored 34 points below standard. Scores improved by 11 points from the previous year.
- English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (66) students) scored within the green or "high" range, with an overall score of 15 points above standard. This is a gain of 14 points from the previous year.

Students who identify as two or more races (35 students) scored within the green or "high" range. Students in this group scored 42 points above standard.

White students (147 students) scored within the blue or "high" range with an overall score of 59 points above standard.
- English Learners ELA performance indicator did not have a performance indicator due to having less than 30 EL students in the testing grades. Students in this group scored 22 points below standard. This is an improvement over the previous year of 50 points.

School and Student Performance Data

Academic Performance Mathematics

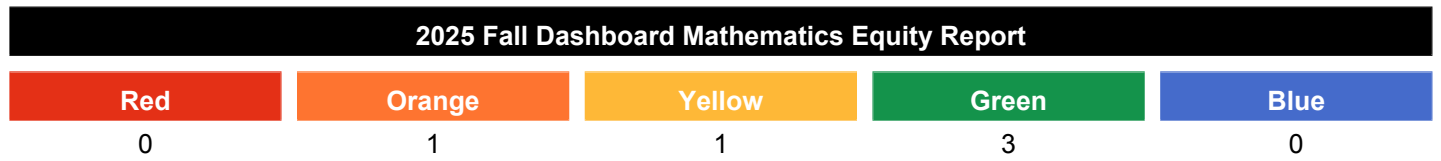
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 11 points above standard Maintained 1.4 points 266 Students	English Learners  No Performance Color 43.1 points below standard Increased 7.7 points 15 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Green 11.3 points below standard Increased 7.2 points 77 Students

Students with Disabilities  Orange 61.3 points below standard Maintained -1.9 points 49 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 11.4 points below standard Declined 33.6 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 11.6 points below standard Maintained -2.9 points 66 Students
Two or More Races  Green 8.6 points above standard Maintained 0.5 points 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 24.6 points above standard Increased 7 points 147 Students

Conclusions based on this data:

- Overall, the Mathematical performance indicator for all students was green or "high." This is the result of students scoring 11 points above standard, maintaining this number from the previous year.

Socioeconomically Disadvantaged students scored green or "high" while remaining 11 points below standard.

Students with Disabilities scored in the orange or "low" range. Overall, this subgroup scored 63 points below standard. This score is considered "maintained" from the previous year.
- Mathematical performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (66 students) scored within the yellow or "medium" range maintaining the score range from the previous year.

Students who identify as two or more races (35 students) scored within the green or "high" range. Students in this group scored 8 points above standard.

White students (147 students) scored within the green or "high" range with an overall score of 24 points above standard.
- The 2025 Dashboard provides Mathematical data comparisons for English Learners, but not a performance color due to the size of the group.

Current English Language Learners and Reclassified English Learners scored 43 points below standard, they gained seven (7) points from the previous year.

School and Student Performance Data

Academic Performance Science

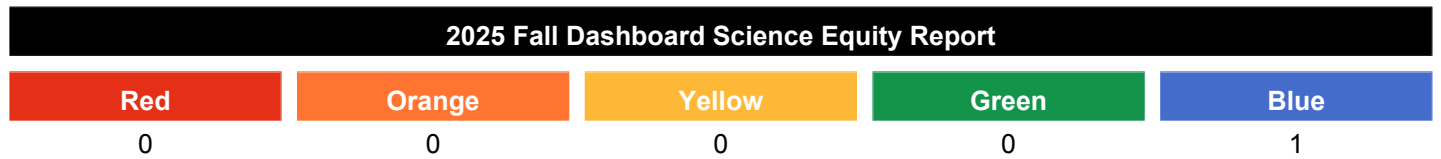
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 69.2 science points Increased 6.2 points 93 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 64.4 science points Increased 5.6 points 23 Students

Students with Disabilities  No Performance Color 44.7 science points Declined 3.6 points 16 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 58.7 science points Maintained -1.1 points 19 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 72.8 science points Increased 9.8 points 59 Students

Conclusions based on this data:

1. All students refers to 93 5th grade students. All students received a blue or "high" performance score after earning sixty-nine (69) science points. All students improved by six (6) points from the previous year.
2. Socioeconomically disadvantaged students (23 students) scored sixty four (64) science points. This is an increase of five (5) points from the previous year.
3. Students with Disabilities (16 students) scored forty-four (44) science points. This is a decrease of three (3) points from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 50 making progress. Number Students: 16 Students	 No Performance Color making progress. Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0%	46.7%	0%	53.3%

Conclusions based on this data:

1. There were sixteen (16) EL students in the 3rd-5th grades at Quail Glen in the 2024-25 school year. Of those sixteen (16) students, one hundred percent (100%) of students maintained or made progress towards English Language proficiency.
2. Fifty-three percent (53%) of the EL learners increased at least one ELPI level. More specifically, nine (9) of the sixteen (16) students progressed at least one level.
3. Forty-six percent (46%) of the EL learners or seven (7) students maintained their ELPI level during the testing year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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

All Students



Orange

11.7% Chronically Absent

Maintained 0

539 Students

English Learners



No Performance Color

17.9% Chronically Absent

Declined 1.6

28 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Socioeconomically Disadvantaged



Red

23.4% Chronically Absent

Increased 3.2

175 Students

Students with Disabilities  Red 25% Chronically Absent Increased 2 104 Students	African American  No Performance Color 46.2% Chronically Absent 0 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 8% Chronically Absent Maintained 0.3 25 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 16.5% Chronically Absent Declined 1.4 133 Students
Two or More Races  Orange 10.1% Chronically Absent Increased 1.8 69 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 9% Chronically Absent Maintained -0.3 289 Students

Conclusions based on this data:

- Overall, Chronic Absenteeism for all students was within the orange or "low" range, with 11% of all students being chronically absent. This score is almost the same as last year.
- Chronic Absenteeism for English Learners have no performance score reported as there are less than 30 students in the subgroup. The subgroup has twenty eight (28) students with seventeen percent (17%) of four to five (4-5) EL students reported as chronically absent.

Socioeconomically Disadvantaged students reported an indicator score within the red or "high" range. Overall, this student group has twenty three percent (23%) of the population as chronically absent.

Students with Disabilities reported a red or "high" range score, with a chronically absent rate of twenty-five percent (25%).
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.

Hispanic students (133 students) scored within the yellow range, with an overall rate of sixteen percent (16%) chronically absent. This score decreased by 1.4 points from the previous year.

Students who identify as Two or More Races (69 students) scored within the orange range, with ten percent (10%) being chronically absent. This score increased by 1 percent (1%) from the previous year

White students (289 students) scored within the yellow range, with nine percent (9%) being chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

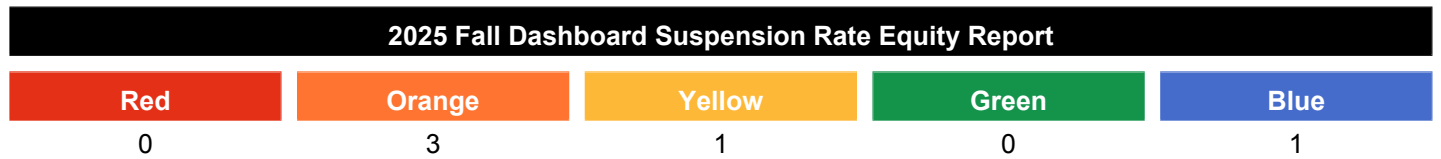
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.4% suspended at least one day Maintained 0.2% 559 Students	English Learners  No Performance Color 0% suspended at least one day Declined 2.7% 29 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Orange 1.7% suspended at least one day Increased 0.5% 181 Students

Students with Disabilities  Orange 4.7% suspended at least one day Increased 0.6% 107 Students	African American  No Performance Color 7.7% suspended at least one day 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 27 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 0.7% suspended at least one day Increased 0.7% 136 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.4% 71 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 2% suspended at least one day Increased 0.3% 302 Students

Conclusions based on this data:

- Overall, Suspension Rates for all students were within the yellow range, resulting from 1.4% of five hundred fifty nine (559) students or six to seven (6-7) students having been suspended at least one day.

The Socioeconomically Disadvantaged student suspension rate had an indicator range of orange. Overall, this student group of one hundred eight one (181) students had approximately one to two (1-2) student suspensions.

The Students with Disabilities suspension rate was considered to be in the orange range with four percent (4%) of the one hundred seven (107) students or four (4) students having been suspended at least one day.
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard. Most student subgroups did not receive a performance level due to the small number of students in the group.

Hispanic students (135 students) received an indicator score within the yellow range, due to an increase of 0.7% students having been suspended at least one day.

Students who identify as Two or More Races (72 students) scored within the blue range, receiving an overall suspension rate of zero (0%).

White students (302 students) scored within the orange range, with an overall suspension rate of two percent (2%) or six (6) students total.
- We continue to utilize positive behavioral interventions and other means of correction to address student behavior. Our goal is to address all behavior in a positive and non-exclusionary manner.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

Board Goal #1: Education - Provide targeted professional development for staff in effective instructional practices to increase student achievement. Support the development of critical thinking skills through analysis, reflection, and purposeful problem-solving. Promote and support student attendance to strengthen engagement and maximize learning opportunities.

Site Goal #1:

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

ELA: No student groups

Math: Students with Disabilities (orange)

English Learner Progress: subgroup too small to measure

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transitional Kindergarten ELA and Math Assessments	ELA 2026 End of Year Assessments: Upper Case ID: 93% proficient (20/26 letters) Lower Case ID: 93% proficient (20/26 letters) Letter Sounds: 93% proficient Math 2026 End of Year Assessments: Counting 1:1 correspondence: 90% proficient Counting to 30: 90% proficient Number ID: 95% proficient	ELA: By June 2027, all TK students will be proficient in foundational reading skills, as shown on the following common district summative assessments: • Upper Case ID • Lower Case ID • Letter Sounds MATH: By June 2027, all TK students will count to tell the number of objects and understand the relationship between numbers and quantities as shown on the following common district summative assessments: • Number Recognition • Counting 1:1 Cardinality • Counting to 30
Kindergarten ELA and Math Assessments	ELA 2026 End of Year Assessments: Upper Case ID: 97% proficient (24/26 letters) Lower Case ID: 97% proficient (24/26 letters) Sounds: 97% proficient (>28 sounds) Comprehension/Benchmark #2: 92% proficient (R.I.1) 93% proficient (R.I.2) 82% proficient (R.I.3) Math 2026 End of Year Assessments: Number ID: 86% proficient (20/21) Counting to 100: 86% proficient (100/100) Performance Task 73% proficient (2/3)	ELA: By June 2027, all kindergarten students will score proficient or demonstrate one year's growth on the following common district summative assessments: • Upper Case ID • Lower Case ID • Beginning Sounds • Comprehension Benchmark #2 MATH: By June 2027, all kindergarten students will score proficient or demonstrate one year's growth problem solving at grade level as measured by the following common district summative assessments: • Number ID • Counting to 100 • Trimester 3 Performance Task
1st Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: SIPPS Level 91% proficient (B41) IXL: 55% proficient (180+) Comprehension/Benchmark #2: 79% proficient (9/11) MCLASS Composite: 86% proficient Math 2026 End of Year Assessments: IXL: 79% proficient (180+)	ELA: By June 2027, all 1st grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • SIPPS • IXL • Comprehension/Benchmark 2 • MCLASS Composite

	Performance task: 84% proficient (3/4)	MATH: By June 2027, all 1st grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Performance task
2nd Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 72% proficient (280+) Comprehension/Benchmark #2: 71% proficient (12/16) MCLASS Composite: 74% proficient Math 2026 End of Year Assessments: IXL: 69% proficient (280+) Math EOY Summative: 58% proficient (11/14)	ELA: By June 2027, all 2nd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 2nd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
3rd Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 70% proficient (380+) Comprehension/Benchmark #2: 11% proficient (5+) MCLASS Composite: 66% proficient Math 2026 End of Year Assessments: IXL: 68% proficient (380+) Math EOY Summative: 66% proficient (12/16)	ELA: By June 2027, all 3rd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 3rd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
4th Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 65% proficient (480+) Comprehension/Benchmark #2: 6% proficient (5+) MCLASS MAZE : 60% proficient (17+)	ELA: By June 2027, all 4th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL

	Math 2026 End of Year Assessments: IXL: 55% proficient (480+) Math EOY Summative: 63% proficient (18/25)	- Comprehension/Benchmark 2 - MCLASS Composite MATH: By June 2027, all 4th grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: - IXL - Math EOY Summative
5th Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 74% proficient (580+) Comprehension/Benchmark #2: 27% proficient (6+) MCLASS MAZE: 84% proficient (21+) Math 2026 End of Year Assessments: IXL: 36% proficient (580+) Math EOY Summative: 56% proficient (12/17)	ELA: By June 2027, all 5th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: - IXL - Comprehension/Benchmark 2 - MCLASS Composite MATH: By June 2027, all 5th grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: - IXL - Math EOY Summative

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	School-wide Strategies: Professional Learning Community (PLC) collaboration time during the teacher work day. Subsequent school and grade level commitment to consistent analysis of achievement data to guide instruction, and implementation of PLC best practices with fidelity.	All Students	No cost to site.
1.2	School-wide Strategies: Instructional Assistant to provide Tier II/III support in reading and math intervention. (site funded)	All students	5200 Supplemental Grant 2000-2999: Classified Personnel Salaries Intervention IA salary benefits and x-duty. 23800

	Securing additional supplemental research-based Intervention materials for providing small group instruction to students. (Read Live, Raz-Kids, IXL) Maintaining a phonics based curriculum (SIPPS) for tiered support in K-2 classrooms.		Lottery 2000-2999: Classified Personnel Salaries Intervention IA salary and x-duty. 1540 Lottery 3000-3999: Employee Benefits Intervention IA benefits 9500 Lottery: Inst. Materials 5000-5999: Services And Other Operating Expenditures Curriculum/Intervention Materials: (Software) Read Live, RAZ kids, IXL, 6000 Lottery: Inst. Materials 4000-4999: Books And Supplies Curriculum/Intervention Materials: K-2nd grade: SIPPS materials 4750 General Unrestricted 2000-2999: Classified Personnel Salaries Intervention IA salary and benefits
1.3	School-wide Strategies: Specific Library/Media support of the common core, through additional resources for informational/nonfiction text, high-interest low leveled readers, real-world problem-based literature, and non fiction books.	All Students	3,000 Lottery: Inst. Materials 4000-4999: Books And Supplies Library resources to support anchor standards K-5 (informational/nonfiction text).
1.4	School-wide Strategies: Implementation of a school-wide system (Collaborative Conferences) for consistent and systemic data analysis to identify and serve struggling students and EL students. Grade Level Collaborative Conferences will be scheduled three times per year, and will involve teachers, administration, intervention specialists, and special education staff. Resulting Tier III intensive interventions will be implemented during the school day at each grade level for various components of reading phonics, decoding, and comprehension.	All Students Identified as Needing Support	1,600 Lottery 1000-1999: Certificated Personnel Salaries Certificated substitutes for Collaborative Conferences

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025-26 school year, strategies and activities included district wide implementation of PLC time, two site funded intervention instructional assistants, and substitute coverage for Collaborative Conferences three times a year. Each one of these strategies contributed to 93% of students in Tier 3 interventions making academic growth or exiting the intervention program. Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additionally funds for the library resulted in purchasing approximately 150 books with a focus on current relevant non fiction topics.

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

There were no major differences between intended implementation and budget expenditures.

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

No changes will be made to the goals, outcomes, metrics or strategies in 2026-27 School Plan, Expenditures will reflect increases in costs for employee salary and benefits.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Positive School Climate

Board Goal #2:

Safety - Enhance campus safety through a layered approach that leverages behavioral health instruction and intervention, strategic security measures, and systematic staff training.

Site Goal #2:

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension: Two or More Races, Students with Disabilities, Socio-economically Disadvantages (orange)

Chronic Absenteeism: Socio-economically Disadvantages, Students With Disabilities (red), Two or More races (orange)

English Learner Progress: subgroup too small to measure

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent/Staff Survey	Students from different cultural backgrounds become friends. 91% (Parent)/97% (Staff) Students have friends at school. 91%(Parent)/100%(Staff) Students respect the teachers and staff. 79%(Parent)/86%(Staff) All students are treated fairly. 79%(Parent)/91%(Staff) Students get along with each other and respect their differences. 76% (Parent)/94%(Staff) Students feel safe at school. 82%(Parent)/100%(Staff) Students are comfortable talking to school staff. 84% (Parent) /100%(Staff) Bullying is not a problem. 23%(Parent)/12%(Staff)	Students from different cultural backgrounds become friends. Maintain a score at/above 90% Students have friends at school. Maintain a score at/above 90% Students respect the teachers and staff. 81%(Parent)/88% (Staff) All students are treated fairly. 87%Parent)/Maintain a score at/above 90%(Staff) Students get along with each other and respect their differences. 78% (Parent)/Maintain a score at/above 90%(Staff) Students feel safe at school. 84%(Parent)/Maintain a score at/above 90%(Staff) Students are comfortable talking to school staff. 86%(Parent)/Maintain a score at/above 90%(Staff) Bullying is a problem. 19%(Parent)/10%(Staff)
Annual Student Survey	I accept others for who they are, even if they are different from me. 99% I have friends at school 97% I treat people with respect. 96% I feel like I belong at school 82% My school is a safe place. 93% Adults at school listen when I have something to say 88% I have been physically bullied by students at school. 30%	I accept others for who they are, even if they are different from me. Maintain a score at/above 90% I have friends at school. Maintain a score at/above 90% I treat people with respect. Maintain a score at/above 90% I feel like I belong at school. 84% My school is a safe place. Maintain a score at/above 90% Adults at school listen when I have something to say. Maintain a score at/above 90% I have been physically bullied by students at school. 28%
Attendance	Overall average attendance rates for August through May is 95% Transitional Kindergarten: 94% Kindergarten: 93% 1st-3rd Grade: 94% 4th-5th Grade: 95%	Maintain an overall score at or above 95% Transitional Kindergarten: Maintain a score at/above 95% Kindergarten: Maintain a score at/above 95%

		1st-3rd Grade: Maintain a score at/above 95% 4th-5th Grade: Maintain a score at/above 95%
Discipline	Suspensions 2025-26 2 suspension	Suspension 2026-27 Under 10 suspensions
SWIS	SWIS management System Baseline data/Year one implementation Minors: 161 Majors: 61	Overall reduction in both Majors and Minors: Minors: 150 Majors: 50

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	Teachers will provide after-school enrichment opportunities/clubs/sports to build positive connections to the school. Currently, these opportunities include Drama, Student Council, Crossing Guard, Chess Club, PodCast Club, Science Club, Recorder Club and Cross Country. Additional opportunities for student connection will include a full drama production and a Talent Show showcasing performing and non performing artists.	All Students, SED Students	6,400 General Unrestricted 1000-1999: Certificated Personnel Salaries Club stipends for enrichment.
2.2	School core values of acceptance and compassion to be communicated and reinforced through assembly programs and activities. Assemblies and school-wide activities such as, "The Great Kindness Challenge," "A Touch of Understanding," "Red Ribbon Week" and "Random Acts of Kindness," will reinforce school-wide mantra of compassion and acceptance of others. Increased parent, family and community engagement will continue to be a focus at Quail Glen Elementary School, and will support goals developed in the DCJESD LCAP.	All Students	400 General Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Assemblies to promote kindness, empathy, anti-bullying and growth mindset 700 Supplemental Grant 4000-4999: Books And Supplies Engagement: Family Science Night, expanded/improved services for EL, Foster and Low Income students
2.3	All teachers will continue to support and provide direct instruction pertaining to the "PBIS" program. Students will be recognized daily (Caught-Ya's), weekly (Patriot Pride Drawing) and each trimester (Patriot Pull) for their demonstration of our schools Patriot PACT (Problem Solve, Act Safely, Choose Wisely, Treat with Respect). Applicable components/materials of Positive Behavior Intervention Support (PBIS) system Tier II will be implemented (i.e., Caught-Ya's, incentives, CICO cards, etc.).	All Students	5,800 General Unrestricted 4000-4999: Books And Supplies Student incentives will be provided for daily/weekly/trimester honorees.

2.4	Continued use of Zones of Regulation, A Little Spot of Feeling, Restorative Practices and ToolBox, through school-wide weekly slide presentation. Specific attention and a concentrated focus on Zones of Regulation and A Little Spot of Feelings provided by the teachers and school counselor to work on social/emotional/behavioral strategies for students use. Staff training and continued support of "online" safety reporting, including anonymous and third party reporting of observed bullying or unsafe behavior using the STOPit! app.	All Students	
2.5	A credentialed school counselor (shared with another site) will serve at Quail Glen to meet with students individually and in a group setting. School counselors will provide social-emotional lessons to individuals, small groups, and targeted classrooms.	All Students	District funded 50% position
2.6	School Safety: Quail Glen staff will continue to practice lock-downs and site-specific safety drills. Staff training on safety strategies provided by DPREP Upkeep of safety materials (vests/first aid kits) and health room	All Students	560 General Unrestricted district provided training and upkeep of supplies

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025-26 school year, strategies and activities included use of PBIS practices and focused SEL support in all levels of our multi-tiered systems of support. During our monthly PBIS and SEL meetings, we analyzed data found in SWIS (School Wide Information System) and our Referral for Assistants, from staff. By studying this data with fidelity, we have seen an overall decrease in our behavior referrals, and an increase in positive school climate as reflected in our parent/staff survey. While we have continued to monitor, inform and meet with families regarding attendance, it continues to be a concern as absenteeism rates have increased overall.

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

There were no major differences between intended implementation and budget expenditures. Money set aside for a family night was carried over to the 2026-27 budget.

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

No changes will be made to the goals, outcomes, metrics or strategies in 2026-27 School Plan. Expenditures will reflect increases in costs for events and products.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,250.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Unrestricted	\$17,910.00
Lottery	\$26,940.00
Lottery: Inst. Materials	\$18,500.00
Supplemental Grant	\$5,900.00

Subtotal of state or local funds included for this school: \$69,250.00

Total of federal, state, and/or local funds for this school: \$69,250.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Unrestricted	17910	0.00
Supplemental Grant	5900	0.00
Lottery: Inst. Materials	18500	0.00
Lottery	26940	0.00

Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	17,910.00
Lottery	26,940.00
Lottery: Inst. Materials	18,500.00
Supplemental Grant	5,900.00

Expenditures by Budget Reference

Budget Reference	Amount
	560.00
1000-1999: Certificated Personnel Salaries	8,000.00
2000-2999: Classified Personnel Salaries	33,750.00
3000-3999: Employee Benefits	1,540.00
4000-4999: Books And Supplies	15,500.00
5000-5999: Services And Other Operating Expenditures	9,500.00
5800: Professional/Consulting Services And Operating Expenditures	400.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

	General Unrestricted	560.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	6,400.00
2000-2999: Classified Personnel Salaries	General Unrestricted	4,750.00
4000-4999: Books And Supplies	General Unrestricted	5,800.00
5800: Professional/Consulting Services And Operating Expenditures	General Unrestricted	400.00
1000-1999: Certificated Personnel Salaries	Lottery	1,600.00
2000-2999: Classified Personnel Salaries	Lottery	23,800.00
3000-3999: Employee Benefits	Lottery	1,540.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	9,000.00
5000-5999: Services And Other Operating Expenditures	Lottery: Inst. Materials	9,500.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	5,200.00
4000-4999: Books And Supplies	Supplemental Grant	700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,390.00
Goal 2	13,860.00

School Site Council Membership

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

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

Name of Members	Role
Colleen Devine	Principal
Jessica Holmes (Chair)	Parent or Community Member
Elieen Stender(Vice Chair)	Parent or Community Member
Christianna Heihn	Parent or Community Member
Krista Clark	Parent or Community Member
Christi Gums	Classroom Teacher
Julie Hays	Classroom Teacher
Juli Giannini	Classroom Teacher
Isabel Bennett (Secretary)	Other School Staff
Elizabeth Crum	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/26.

Attested:



Principal, Colleen Devine on 5/22/26



SSC Chairperson, Jessica Holmes on 5/22/26

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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



**Quail Glen School Site Council
2025-26 Planning Calendar**
(Agenda items subject to change)

August 27, 2026

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

September 24, 2026

SSC Year in Review
Review School and District Goals for Current Year
Review and analyze baseline site/district assessments
Review preliminary CAASPP

October 22, 2026

Intro School Safety Plan and Goals

November 19, 2026

Approve School Safety Plan and Goals
Review and analyze TRI 1 site/district assessments

January 21, 2027

SPSA overview (2027-28)
Dashboard Analysis

February 25, 2027

SPSA/LCAP (Goals 1-2)

March 18, 2027

SPSA/LCAP
Review and analyze TRI 2 site/district assessments
Local Indicator #3 Parent Rubric

April 22, 2027

Review SPSA Goals 2027-28
Parent/Student Survey results review

May 20, 2027

Final SPSA Approval 2027-28
Review and analyze EOY site/district assessments
Share SSC 2027-28 Meetings
Review Site Council Balloting Process

All meetings are on Zoom from 3:00 - 4:00 PM

Quail Glen Elementary School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

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

ARTICLE II: Objectives

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

ARTICLE III: Membership

Section 1. School Site Council

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

Section 2. Responsibilities and Rights

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

Section 3. Termination of Membership

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

Section 4. Term of Office

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

Section 5. Resignation

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

Section 6. Vacancy

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

ARTICLE IV: Officers

Section 1.

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

Section 2. Election and Term of Office

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

Section 3. Chairperson

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

Section 4. Vice-Chairperson

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

Section 5. Recording Secretary

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

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

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

Section 2. Membership

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

Section 3. Term of Office

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

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings

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

Section 2. Special Meetings

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

Section 3. Place of Meetings

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

Section 4. Notice of Meetings

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

Section 5. Quorum

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

Section 6. Meetings Open to Interested Persons

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

Section 7. Parent Survey

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

Section 8. Teacher Feedback

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

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

ARTICLE VII: Election Procedures

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

Section 2.

A. The principal of the school is automatically a member of the School Site Council.

B. The three teacher representatives shall be elected during a faculty meeting at the beginning of the school year.

C. A classified employee representative shall be elected at a meeting called for that purpose by the principal at the beginning of the school year.

D. The five community members shall be elected by ballot distributed through the monthly school communication.

E. Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

ARTICLE VIII: Amendments

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

Amended: August 29, 2013

Quail Glen Elementary School
Partners in Learning
School Pledge/Compact
2026-2027

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

As a student I pledge to:

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

Student Signature: _____ **Date:** _____

As a parent/guardian I pledge to:

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

Parent Signature: _____ **Date:** _____

As staff, we pledge to:

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

Staff Signature: _____ **Date:** _____

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

Grade Level Assessments

	2022-23		2023-24		2024-25	
<i>Kindergarten</i>	Site	District	Site	District	Site	District
<i>EOY Number ID (K.CC.3)</i>	97%	94%	97%	92%	100%	96%
<i>EOY Addition (K.OA.1)</i>	98%	97%	99%	99%	96%	96%
<i>EOY Subtraction (K.OA.1)</i>	93%	96%	99%	97%	97%	95%
<i>EOY ELA Uppercase Letter ID (K.R.F1.D)</i>	97%	98%	100%	98%	100%	99%
<i>EOY ELA Lowercase Letter ID (K.R.F1.D)</i>	95%	97%	100%	97%	100%	99%
<i>EOY ELA Consonant Letter Sounds (K.R.F.3.B)</i>	92%	93%	99%	93%	100%	97%
<i>EOY ELA High Frequency Words (K.R.F.3.C)</i>	73%	73%	86%	73%	85%	92%
<i>Grade 1</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	92%	83%	99%	78%	87%	78%
<i>DC Early Literacy Screener (RF 1.3)</i>	86%	58%	95%	80%	97%	82%
<i>Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)</i>	83%	65%	78%	68%	87%	78%
<i>Comprehension - Fiction (RL 1.3, RF 1.3)</i>	72%	65%	64%	81%	93%	78%
<i>Grade 2</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	91%	72%	86%	79%	74%	77%

Quail Glen Elementary School District and State Assessments

Language Arts EOY Comprehension Summative (RL 2.2, RL 2.9)	82%	81%	85%	82%	85%	85%
Language Arts EOY Comprehension Summative (RI 2.1)	50%	31%	88%	47%	57%	49%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	81%	70%	81%	73%	68%	75%
Language Arts EOY Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	55%	43%	47%	38%	40%	37%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	63%	67%	63%	72%	55%	59%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	34%	39%	55%	47%	34%	39%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	65%	55%	57%	48%	70%	50%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	78%	66%	65%	51%	74%	61%

Summary:

All students in grades K-5 at Quail Glen Elementary School were administered the End of Year Grade Level DCJESD Assessments at the conclusion of the 2024-25 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

Kindergarten:

- Overall one hundred (100%) percent of kindergarten students identified upper and lowercase letters
- Eighty-five (85%) percent of kindergarten students identified EOY ELA High Frequency Words indicating this as an area of growth.
- One hundred (100%) percent of kindergarten students identified their numbers (21) while ninety-six (96%) percent met standard in addition practices.
- Ninety-seven (97%) percent of kindergarteners met the standard in subtraction. This has steadily increased since 2022-23.

Quail Glen Elementary School District and State Assessments

1st Grade:

- 1st grade students met proficiency on the Early Literacy assessment at the rate of ninety-seven (97%) percent. This is significantly higher than the district results.
- Students in 1st grade performed better in fiction (93%) related comprehension than in non-fiction (87%), flip-flopping from the previous year's results.
- The EOY Math Assessment results indicate a decreased number of students meeting proficiency when compared to 2022-23 and 2023-24. Eighty-seven (87%) percent of students now show proficiency in this area, making it an area of growth.

2nd Grade

- The EOY Math Assessment (74%) shows a decrease from the previous year and is below that of the district average.
- Fiction comprehension (85%) has remained relatively stable over the past three years
- Non fiction comprehension (57%) remains an area of growth at the site and district level.

3rd Grade

- Sixty eight percent (68%) of 3rd grade students met standard in the EOY Math Assessment. This is below that of the district average.
- Forty percent (40%) of students scored proficient on the End of Year Comprehension Summative. This is a decrease of seven percent (7%) from the previous year This continues to be an area of focus as it is proficiency is less than half of 3rd grade students

4th Grade

- Fifty five percent (55%) of students scored proficient in the End of Year Math Assessment. This is below the district average and a decrease from previous years.
- The Language Arts Comprehension Summative proficiency data (34%) is below that of the district percentile and remains an area of improvement.

5th Grade

- The EOY Math Assessment proficiency rate of seventy percent (70%) was higher than the district average of fifty (50%) percent.
- The percentage of students scoring proficient on the End of Year Comprehension Summative (74%) is thirteen percent (13%) above the district percentile.

Quail Glen Elementary School District and State Assessments
Smarter Balanced CAASPP Performance Assessments

	2022-23		2023-24		2024-25	
Grade 3	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	66%	58	63%	54%	59%	51%
<i>ELA % Met Achievement Standard</i>	63%	52	75%	50%	63%	48%
Grade 4	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	62%	54	57%	51%	57%	53%
<i>ELA % Met Achievement Standard</i>	51.89	53.68	50%	52	64%	55%
Grade 5	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	67.65	45.92	53%	47	62%	43%
<i>ELA % Met Achievement Standard</i>	75.49	60.70	63%	56	78%	57%

Summary:

The following data provides information on Quail Glen students' proficiency rates on the Smarter Balanced Assessment taken in the spring of the 2025 school year. This test continues to be modified in duration following the 2020 school year. These scores will be used to compare and analyze growth at the site and district level over a three year period.

3rd Grade

- Third-grade Mathematics performance at the site has trended downward over the past three-years. Proficiency began at sixty-six (66%)percent in 2022-23, decreased to sixty-three (63%) percent in 2023-24, and reached a low of fifty-nine (59%) percent in 2024-25. This represents a total decline of seven (7%) percentage points over three years. Despite this decline, the site has successfully maintained a significant lead over the district. In 2024-25, the site's fifty-nine (59%) percent proficiency rate remained eight (8) points higher than the district average of fifty one (51%) percent. The district itself has also seen a steady decline in third-grade math proficiency, dropping seven (7) points from its 2022-23 level (58%). The widening gap between site and district performance suggests that while external factors may be impacting math achievement across the board, the site's instructional strategies remain more effective than the district average.
- The ELA performance for third grade experienced volatile change while remaining strong when compared to the district. After starting at sixty three (63%) percent in 2022-23, the site experienced a dramatic 12-point surge in 2023-24, reaching a peak of seventy-five (75%) percentage proficiency. In the most recent 2024-25 data, scores returned to the initial baseline of sixty-three (63%) percent. While the site's scores fluctuated, the gap between the site and the district has widened significantly. In 2022-23, the site outperformed the district by 11 points (63% vs. 52%). By 2024-25, that gap grew to 15 points, as the district's average proficiency fell to forty-eight (48%) percent. This indicates that even with

Quail Glen Elementary School District and State Assessments

the recent dip from its 2023-24 peak, the site's third-grade ELA program continues to significantly outpace district-wide performance levels.

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

4th Grade

- Grade 4 Math achievement data shows that the site consistently outperformed the district in the percentage of students meeting the achievement standard. Site results ranged from 57% to 62%, while district performance ranged from fifty-one (51%) to fifty-four (54%) percent across the reported years. This steady trend indicates stronger math outcomes at the site and reflects sustained instructional effectiveness compared to the district average.
- After remaining at fifty (50%) percent for two consecutive years, 4th grade ELA scores rose to sixty-four (64%) percent in the 2024–25 school year. This represents a fourteen (14%) percentage-point increase from 2023–24 and places the site nine (9%) percentage points above the district average.
- Intensive interventions, increased tutoring opportunities, a focus on essential standards through SMART goals, strong PLC practices and grade level collaboratives will provide meaningful support to increase student proficiency in grade level standards.

5th Grade

- Grade 5 Math achievement data shows that the site consistently outperformed the district across all reported years. The percentage of students meeting the achievement standard at the site ranged from fifty-three (53%) percent to sixty-seven (67%) percent, while district results ranged from forty-three (43%) to forty-seven (47%) percent. Although site performance showed some variation, it remained well above the district average, indicating stronger overall math outcomes and effective instructional practices at the site.
- Grade 5 ELA achievement results demonstrate strong performance at the site compared to the district. Site scores ranged from sixty-three (63%) to seventy-eight (78%) percent of students meeting the achievement standard, while district performance ranged from fifty six (56%) to sixty (60%) percent. The consistently higher site results, including a peak of seventy-eight (78%) percent, reflect sustained growth and effective literacy instruction that continues to exceed district expectations.
- Intensive interventions, increased tutoring opportunities, a focus on essential standards through SMART goals, strong PLC practices and grade level collaboratives will provide meaningful support to increase student proficiency in grade level standards.

Student Engagement

	2023-24		2024-25		2025-26	
Students...	Parent	Staff	Parent	Staff	Parent	Staff
care(s) about my/their school.	92%	83%	91%	88%	97%	97%
want to do well in school.	92%	92%	97%	93%	97%	97%
come(s) to class prepared.	96%	87%	94%	85%	94%	93%
like(s) going to school.	87%	83%	86%	95%	77%	100%

Summary:

Research shows that high levels of student engagement improve overall learning. Students who are engaged are more successful academically, have higher attendance rates, and have fewer incidents of negative behavior. Student engagement continues to be an area of success for both parents and staff. Ninety-seven percent (97%) of parents surveyed feel that students “care about their school.” Ninety-seven percent (97%) of parents report that students “want to do well in school,” and ninety-four percent (94%) report that students “come to class prepared.” Staff responses reflect similarly strong perceptions, with ninety-seven percent (97%) reporting that students “care about their school,” ninety-seven percent (97%) indicating that students “want to do well,” and ninety-three percent (93%) agreeing that students come prepared. While parent and staff perspectives on preparedness continue to differ slightly, both groups report overall high levels of engagement. The three-year trend indicates that perceptions of whether “students like going to school” vary, with seventy-seven percent (77%) of parents and one hundred percent (100%) of staff reporting positively in 2025–26.

Learning Environment

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	94%	96%	91%	86%	85%	86%
maintains its resources well.	78%	85%	85%	78%	90%	91%
has facilities with up-to-date technology.	67%	85%	76%	59%	70%	65%
want(s) students to succeed.	92%	96%	89%	100%	91%	97%
provide(s) a well-rounded curriculum.	83%	96%	79%	90%	82%	93%
offer(s) challenging classes.	79%	96%	67%	91%	67%	97%
focus(es) on students' character.	85%	92%	80%	93%	82%	97%

Summary:Quail Glen strives for a safe, positive learning community where all students can thrive and grow. The learning environment includes both the facilities and the curriculum within those facilities. When reviewing facilities, both staff and parents continue to report strong perceptions of cleanliness at eighty-five percent (85%) and eighty-six percent (86%), respectively. Parents and staff report similarly positive views regarding how well the school maintains its resources (90%/91%). Seventy percent (70%) of parents and sixty-five percent (65%) of staff report that the school “has facilities with up-to-date technology,” indicating an area for continued growth. DCJESD supports a continuous cycle of upkeep, maintenance, and replacement of equipment, technology, and facilities.

When focusing on curriculum, eighty-two percent (82%) of parents and ninety-three percent (93%) of staff report that Quail Glen provides a well-rounded curriculum. Both groups continue to report high agreement that the school “wants students to succeed” (91%/97%). Staff responses also show strong agreement that the school offers challenging classes (97%) and focuses on students’ character (97%). Quail Glen staff continues to strengthen Tier 2 WIN (What I Need) practices, providing targeted support and enrichment opportunities aligned to grade-level standards.

Expectations

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.	57%	75%	65%	90%	47%	93%
set(s) high expectations for student achievement.	75%	87%	70%	85%	67%	93%
success in college or a career.	70%	83%	64%	77%	70%	88%
encourage(s) a healthy lifestyle.	79%	87%	75%	83%	85%	86%

Summary:

Setting high student expectations remains a priority in the Dry Creek Joint Elementary School District, both inside and outside the classroom. Sixty-seven percent (67%) of parents agree that the school “sets high expectations for student achievement,” while ninety-three percent (93%) of staff agree. Similarly, seventy percent (70%) of parents and eighty-eight percent (88%) of staff believe the school prepares students for success in college or a career. A continued discrepancy exists between parents and staff regarding encouragement of extracurricular participation, with forty-seven percent (47%) of parents and ninety-three percent (93%) of staff reporting positively. Encouraging a healthy lifestyle remains an area of strength, with eighty-five percent (85%) of parents and eighty-six percent (86%) of staff in agreement. Quail Glen continues to offer a variety of extracurricular opportunities to support student engagement beyond the classroom.

Student Support

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	60%	96%	66%	95%	60%	97%
Students receive the resources and support they need.	69%	95%	70%	84%	69%	97%
I understand what types of social-emotional support are available to students.	62%	96%	67%	89%	79%	97%

Summary:

Dry Creek offers a Multi-Tiered System of Support (MTSS) model to all students. Tier I services are provided universally, while Tier II and III supports are targeted based on student need. This structure contributes to differences in perception between parents and staff. In 2025–26, sixty percent (60%) of parents report understanding available academic supports compared to ninety-seven percent (97%) of staff. Similarly, sixty-nine percent (69%) of parents believe students receive the resources they need, while ninety-seven percent (97%) of staff agree. Parent understanding of social-emotional supports has increased to seventy-nine percent (79%), while staff remain high at ninety-seven percent (97%). Quail Glen continues to implement Tier I supports including Toolbox, Restorative Practices, Zones of Regulation/A Little Spot of Feelings, and PBIS to strengthen student success.

Student Support

	2023-24		2024-25		2025-26	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	92%	100%	89%	97%	93%	100%
try to make class interesting.	90%	100%	90%	97%	94%	100%
encourage collaboration among students.	84%	100%	86%	92%	94%	100%
encourage critical thinking.	86%	100%	87%	92%	94%	100%
listen to students.	84%	100%	86%	95%	88%	100%
encourage students on a regular basis.	92%	100%	91%	97%	94%	100%
help my child when he/she doesn't understand something.	86%		89%		88%	
nurture creativity.	84%	100%	85%	92%	91%	100%

Summary:

Building a strong learning community includes developing 21st-century skills such as critical thinking, collaboration, creativity, and digital literacy. Parents and staff continue to report very high levels of agreement in instructional practices. In 2025–26, ninety-three percent (93%) of parents and one hundred percent (100%) of staff report that teachers use technology to teach. Similarly, ninety-four percent (94%) of parents and one hundred percent (100%) of staff report that teachers make class interesting, encourage collaboration, foster critical thinking, and regularly encourage students. Eighty-eight percent (88%) of parents report that staff listen to students. Nurturing creativity remains strong, with ninety-one percent (91%) of parents and one hundred percent (100%) of staff in agreement. Overall, these results reflect continued strength in instructional delivery and student support.

Social Climate

	2023-24		2024-25		2025-26	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	85%	100%	88%	98%	88%	97%
students have friends at school.	94%	100%	93%	98%	91%	100%
students from different cultural backgrounds become friends.	96%	96%	90%	86%	91%	97%
students get along with each other and respect their differences.	76%	85%	74%	88%	76%	94%
students respect the teachers and staff.	83%	74%	87%	73%	79%	86%
all staff are treated fairly.	69%	88%	75%	76%	85%	86%
all students are treated fairly.	69%	100%	75%	76%	79%	91%
students are comfortable talking to school staff.	82%	96%	84%	88%	84%	100%
students feel safe at school.	92%	96%	85%	93%	82%	100%
staff feel safe at school.	71%	89%	78%	95%	89%	94%
bullying is not a problem.	26%	23%	21%	13%	23%	12%

Summary:

A positive, healthy school culture and climate is essential for effective teaching and learning. Parents and staff continue to report strong agreement in areas such as students having friends at school (91%/100%) and forming friendships across cultural backgrounds (91%/97%). Parent perceptions of students getting along and respecting differences remain steady at seventy-six percent (76%), while staff report an increase to ninety-four percent (94%). Perceptions of student respect toward staff show improvement from both groups (79% parents, 86% staff).

School safety remains a priority. In 2025–26, eighty-two percent (82%) of parents and one hundred percent (100%) of staff report that students feel safe at school. Staff safety perceptions remain high at ninety-four percent (94%), while parent perceptions increased to eighty-nine percent (89%). Reports of bullying remain relatively low, with twenty-three percent (23%) of parents and twelve percent (12%) of staff indicating that bullying is a problem. Quail Glen will continue proactive efforts through PBIS, Restorative Practices, and safety partnerships to maintain a positive school climate.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>Please indicate how much you disagree or agree with the following statements.</i>	Parent	Staff	Parent	Staff	Parent	Staff
The school keeps me well informed about events and activities	90%		86%		91%	
Teachers keep me well informed about my child's progress.	76%		79%		88%	

Summary:

Parent communication remains a key component of student success. In 2025–26, ninety-one percent (91%) of parents report being well informed about school events and activities, while eighty-eight percent (88%) report being informed about their child's progress. Quail Glen continues to utilize multiple communication platforms including newsletters, the school website, social media, and ParentSquare to ensure families stay informed and connected.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>Are you able to communicate with teachers/staff when you need to?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	96%		97%		94%	
No	2%		1%		6%	
N/A/ I have not needed to communicate with teachers or staff	2%		2%		0%	

Summary:

Open communication between families and staff continues to be a strength. In 2025–26, ninety-four percent (94%) of parents report that they are able to communicate with teachers or staff when needed, while six percent (6%) report they are not able to do so. Staff continue to use platforms such as Google Classroom, SeeSaw, Class Dojo, and ParentSquare to maintain strong communication channels.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>How do you receive most of your information about your child's school?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Electronic communications sent to me from my child's school	82%		86%		82%	
School and/or District Newsletters	43%		51%		52%	
School and/or District website	22%		25%		30%	
Communications from my child's teacher	71%		72%		82%	
Social Media	49%		33%		18%	
Employees of the district	6%		5%		6%	
Other	2%		5%		3%	
None of the above	0%		0%		0%	

Summary:

Families continue to access school information through a variety of platforms. In 2025–26, the most common sources include electronic communications (82%) and communication from teachers (82%). Use of newsletters has increased to fifty-two percent (52%), while website use has risen to thirty percent (30%). Social media use has decreased significantly to eighteen percent (18%). Quail Glen will continue to provide information across multiple platforms to meet diverse family preferences.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>	Parent	Staff	Parent	Staff	Parent	Staff
Emails	94%		87%		82%	
Text messages	60%		54%		58%	
School and/or District Newsletters	34%		31%		18%	
School and/or District website	10%		14%		18%	
Social media	40%		24%		9%	
Mail/letters	12%		12%		9%	
Phone calls	6%		8%		9%	
School or district meetings	2%		3%		6%	
Other	2%		5%		0%	

Summary:

Parents continue to express varied preferences for receiving school communication. In 2025–26, email remained the most preferred method at eighty-two percent (82%), followed by text messages (58%). Interest in newsletters and websites has decreased (18% each), while preference for social media has also declined to nine percent (9%). There is also a slight increase in preference for phone calls and meetings. Quail Glen will continue to provide communication in multiple formats to meet family needs.

Parent Involvement

	2023-24		2024-25		2025-26	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	82%	100%	81%	97%	88%	100%
encourage(s) parental involvement.	90%	100%	90%	97%	91%	97%
encourage(s) involvement from community members and organizations.		91%		89%		75%
has/have parents who are highly involved.	94%	100%	93%	92%	91%	97%

Summary:

Parent involvement remains a strong focus at Quail Glen. In 2025–26, eighty-eight percent (88%) of parents report effective communication regarding their child's progress, and ninety-one percent (91%) report that the school encourages involvement. Ninety-one percent (91%) of parents and ninety-seven percent (97%) of staff agree that parents are highly involved. Additionally, seventy-five percent (75%) of staff report encouragement of community involvement. Quail Glen will continue to promote partnerships with families and community organizations.

Parental Involvement

	2023-24		2024-25		2025-26	
<i>Which parent or community activity(ies) have you participated in this year?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house	90%		86%		76%	
School or class event, such as a play, sports event, or award assemblies	78%		72%		73%	
Parent-teacher conference with child's teacher	88%		86%		88%	
Volunteering at my child's school	71%		67%		73%	
Family/Parent Events	27%		18%		9%	
Parent Teacher Association	33%		19%		18%	
School committee or council such as Site Council or ELAC	8%		3%		6%	
District committee or council such as LCAP, DELAC, or Title I	2%		0%		3%	
Other	14%		5%		3%	
None of the above	0%		6%		0%	

Summary:

Parents are offered a variety of opportunities to engage in their child's classroom and school community. Participation in school events remains strong at Quail Glen. In 2025–26, seventy-six percent (76%) of families attended Back to School Night or Open House, while seventy-three percent (73%) participated in school or class events. Parent-teacher conference participation remains high at eighty-eight percent (88%), and volunteering increased slightly to seventy-three percent (73%). Participation in PTA (18%) and family events (9%) reflects a continued decline, and involvement in site or district committees remains low. Quail Glen will continue to promote a variety of involvement opportunities to strengthen connections between families and the school community.

Parental Involvement

	2023-24		2024-25		2025-26	
<i>What would help parents become more involved in Dry Creek?</i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	22%		28%		24%	
More information on involvement opportunities	29%		34%		33%	
More communication between school and parents	22%		19%		15%	
More participation opportunities at the school level	29%		26%		9%	
More events offered in the evening	35%		30%		3%	
More participation opportunities at the district level	14%		10%		9%	
More convenient locations for participation	8%		6%		0%	
More communication in our family's primary language	0%		3%		3%	
More events offered in the morning	6%		8%		15%	
Other	2%		8%		6%	
None of the above	25%		25%		24%	
Virtual Event (Ex. Zoom)	8%		17%		15%	

Summary:

Parent involvement continues to be a critical factor in student success. In 2025–26, thirty-three percent (33%) of parents report wanting more information on involvement opportunities, while twenty-four percent (24%) seek more information on supporting students at home. Requests for increased communication have decreased to fifteen percent (15%). Interest in additional school-level participation opportunities has declined (9%), as has

interest in evening events (3%). However, interest in morning events (15%) and virtual opportunities (15%) has increased. Quail Glen will continue to provide flexible opportunities for involvement, including virtual options, to meet the evolving needs of families. We will continue to provide information on opportunities to be involved on site through volunteering, field trips, docent programs, PTA, ELAC and SSC. Additionally parent involvement at the district level will be shared through invitations to DELAC and the Health Advisory committee.

Parental Involvement

	2023-24		2024-25		2025-26	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Agree/Strongly Agree	71%		74%		75%	

Summary:

A strong school community depends on meaningful collaboration among parents, staff, and students. In 2025–26, seventy-five percent (75%) of parents agree or strongly agree that the school values their participation and input in engagement opportunities. Quail Glen will continue to seek feedback through surveys and meetings, ensuring that stakeholder voices are included in decision-making processes.

Self-Awareness

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (% Agree)	Student (% Agree)
I feel positive about my future.	79%	96%	92%
I know what I am good at		95%	97%
I can do most things if I try.	80%	96%	93%
I am happy with who I am.	79%	93%	90%
I can explain my feelings to others.	41%	65%	53%
I know when I am feeling overwhelmed.	81%	93%	88%

Summary:

Self-awareness is the ability to recognize one's strengths, needs, and emotions. In 2025–26, student responses show a slight decline from the previous year but remain relatively strong overall. Ninety-two percent (92%) of students report feeling positive about their future, and ninety-seven percent (97%) know what they are good at. Ninety-three percent (93%) believe they can do most things if they try, while ninety percent (90%) report being happy with who they are. Students continue to need support in explaining their feelings to others, with fifty-three percent (53%) expressing confidence in this skill. Eighty-eight percent (88%) report being able to recognize when they feel overwhelmed. Quail Glen will continue to emphasize social-emotional learning practices to support growth in this area.

Growth Mindset

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I can usually solve my problems.	73%	93%	93%
I keep trying, even when things are hard.	75%	93%	95%
I can make the best out of a bad situation.	53%	79%	71%
I am a hard worker.	81%	96%	98%
I can learn from my mistakes.	85%	97%	94%
I feel confident in my ability to learn new things.	78%	95%	86%

Summary:

Students with a growth mindset are better equipped to take on challenges and learn from them. In 2025–26, students continue to report strong agreement in several areas, with ninety-eight percent (98%) identifying as hard workers and ninety-five percent (95%) reporting persistence when tasks are difficult. Ninety-three percent (93%) feel they can solve their problems, while ninety-four percent (94%) report learning from mistakes. Areas for growth include making the best out of difficult situations (71%) and confidence in learning new things (86%), both showing slight declines. Quail Glen will continue to reinforce the idea of building growth mindset through Toolbox and SEL instruction.

Self-Management

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I keep my promises.	89%	95%	95%
I know right from wrong.	81%	96%	97%
I follow the rules.	78%	94%	94%
I finish whatever I begin.	67%	88%	87%
I know how to identify my feelings.		88%	85%

Summary:

Self-management skills support students in regulating behavior and completing tasks independently. In 2025–26, students report strong agreement in understanding right from wrong (97%) and keeping promises (95%). Ninety-four percent (94%) report following rules, and eighty-seven percent (87%) report finishing what they begin. Students’ ability to identify their feelings decreased slightly to eighty-five percent (85%). Quail Glen will continue implementing Toolbox, Restorative Practices, and Zones of Regulation to strengthen these foundational skills.

Responsible Decision-Making

	2023-24	2024-25	2025-26
<i>Within the past two weeks, how often have you...</i>	Student	Student (%Agree)	Student (%Agree)
I wait patiently in line.	73%	93%	92%
I wait for my turn to talk in class.	73%	93%	91%
I think about what will happen before making a decision.	55%	78%	75%
I pay attention in class.	78%	96%	90%
I tell the truth even when it is hard.	62%	90%	87%
I can calm myself down when I am upset.	56%	80%	74%

Summary:

Responsible decision-making involves making thoughtful and constructive choices. In 2025–26, students continue to report high levels of positive behavior, including waiting patiently (92%) and taking turns speaking in class (91%). Ninety percent (90%) report paying attention in class, while eighty-seven percent (87%) report telling the truth even when it is difficult. Areas for growth include thinking before making decisions (75%) and calming themselves when upset (74%), both showing slight declines from the previous year. Continued SEL instruction will support growth in these areas

Social Awareness

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I accept others for who they are, even if they are different from me.	90%	99%	99%
I treat people with respect.	93%	97%	96%
If someone is sad, I try to help them.	86%	97%	96%
I can tell when someone is upset.	89%	94%	93%
I am happy for my friends when they do well in school.	89%	99%	98%

Summary:

Social awareness allows students to empathize and build positive relationships. In 2025–26, this remains an area of strength. Ninety-nine percent (99%) of students report accepting others for who they are, while ninety-six percent (96%) report treating others with respect and helping those who are sad. Ninety-three percent (93%) report recognizing when someone is upset, and ninety-eight percent (98%) feel happy for their peers' success. Quail Glen will continue to model and reinforce these positive behaviors through SEL practices.

Relationship Skills

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I can talk easily with other kids in my grade.	82%	88%	91%
I feel comfortable working in a team with other students.	75%	88%	82%
I have friends at school.	95%	100%	97%
I feel like my classmates include me.		84%	81%

Summary:

Relationship skills are critical for student success in both school and life. In 2025–26, ninety-seven percent (97%) of students report having friends at school, while ninety-one percent (91%) feel they can easily talk with peers. Eighty-two percent (82%) feel comfortable working in teams, and eighty-one percent (81%) feel included by classmates. While overall results remain strong, there is a slight decline in feelings of inclusion and teamwork. Quail Glen will continue to use Restorative Practices and collaborative learning opportunities to strengthen peer relationships.

Civic Mindset

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I am knowledgeable about what is happening in the world.	77%	79%	81%
I care about my community.	88%	97%	97%
I believe that I can make a difference in my community.	61%	83%	80%

Summary:

Civic mindset encourages students to recognize their role within a larger community. In 2025–26, eighty-one percent (81%) of students report being knowledgeable about what is happening in the world. Ninety-seven percent (97%) report caring about their community, while eighty percent (80%) believe they can make a difference. While belief in making a difference has decreased slightly, overall results remain positive. Quail Glen will continue to highlight student contributions through programs such as Difference Makers.

Social Support

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
Adults at school listen when I have something to say.	71%	89%	88%
Adults at school care about me.	72%	95%	92%
I feel like I belong at school.	67%	86%	82%
I have at least one adult at school that I trust.	81%	93%	93%
My teachers believe that I will be successful.	84%	94%	95%
Adults at school support me when I need help	80%	93%	93%

Summary:

Social support reflects the level of care and connection students feel at school. In 2025–26, ninety-five percent (95%) of students report that teachers believe they will be successful, while ninety-three percent (93%) report having a trusted adult at school. Ninety-two percent (92%) feel that adults care about them, and eighty-eight percent (88%) feel listened to. Eighty-two percent (82%) report feeling a sense of belonging, showing a slight decline. Quail Glen will continue prioritizing strong relationships to ensure all students feel connected and supported.

Emotional Well-being

	2023-24	2024-25	2025-26
<i>Within the past two weeks, how many times have you....</i>	Student **Number of students reporting 0 times	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together
I feel sad.	19%	86%	84%
I feel lonely.	37%	90%	87%
I feel like not talking to anyone.	32%	90%	87%
I have trouble falling asleep.	26%	62%	74%
I worry about school work.	31%	84%	80%
I feel worried.	31%	87%	81%
I could not focus in school.	32%	92%	88%

Summary:

*Data reporting changed in 2024-25 from a specific number of times a feeling was reported to rating frequency of feelings (always, sometimes, never) in the last two weeks.

Emotional well-being plays a vital role in student success. In 2025–26, eighty-four percent (84%) of students report not feeling sad, and eighty-seven percent (87%) report not feeling lonely or withdrawn. Eighty percent (80%) report not worrying about schoolwork, and eighty-one percent (81%) report not feeling worried. Improvement is noted in sleep, with seventy-four percent (74%) reporting no difficulty falling asleep. Eighty-eight percent (88%) report being able to focus in school. Quail Glen will continue providing social-emotional supports through Toolbox, PBIS, counseling, and wellness programs.

Frequency of Bullying

	2023-24	2024-25	2025-26
<i>Since the start of the school year, how often have you experienced the following:</i>	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying
I have been physically bullied by students at school.	74%	67%	70%
I have been verbally bullied by students at school.	60%	50%	53%
I have been electronically bullied by students (e.g., text messages, email, social media).	81%	87%	94%

Summary:

Bullying is an unacceptable behavior, no matter how infrequent. It is critical for schools to have clear and comprehensive prevention practices, as well as policies to address bullying and other forms of harassment. We place an emphasis on prevention, timely and consistent intervention, social-emotional support (for both victims and bullies), and clear, appropriate discipline. Educators, school psychologists, counselors, students, and their families must work together to ensure that students feel safe at school.

Bullying prevention remains a priority. In 2025–26, seventy percent (70%) of students report never being physically bullied, while fifty-three percent (53%) report never experiencing verbal bullying. Reports of never experiencing electronic bullying increased to ninety-four percent (94%), showing improvement. While verbal bullying remains an area of concern, Quail Glen will continue proactive monitoring and intervention through PBIS/SWIS data and the STOPit reporting system.

Location of Bullying

	2023-24	2024-25	2025-26
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	74%	75%	81%
In a classroom.	20%	24%	26%
At the cafeteria.	18%	28%	18%
In hallways.	11%	6%	3%
In the bathroom.	7%	12%	6%
In the locker room.		1%	1%
Online	19%	12%	6%
Other	21%	14%	15%

Summary:

Research shows that the highest incidents of bullying appear to be in places where there is a combination of a high number of students and a lower rate of adult supervision. These locations also often have less structure. Examples of this would be: the lunchroom, playground area, school bus, and restrooms. Understanding where bullying occurs helps guide prevention efforts. In 2025–26, eighty-one percent (81%) of incidents are reported during recess or outside time, showing an increase. Reports of bullying in classrooms (26%) increased slightly, while incidents in hallways (3%) and bathrooms (6%) decreased. Online bullying decreased to six percent (6%). Quail Glen will continue to emphasize supervision, structured activities, and student advocacy to address these areas. We will continue to teach our students to be advocates for themselves and others when faced with a bullying incident online or in person. Our school-wide behavior expectations, The Patriot PACT, addresses respecting others and making wise choices. These behavioral expectations are explicitly taught during the school year. In addition, we have implemented “STOPit”, an anonymous online app to report bullying. Students, parents or staff can anonymously make a report involving bullying, which is then followed up by administration.

School Environment

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I am proud to be part of my school.	74%	92%	86%
School activities are fun.	74%	93%	92%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	48%	79%	77%
My school is a safe place.	76%	93%	92%
My school has a positive environment		85%	86%

Summary:

A positive school environment supports student engagement and achievement. In 2025–26, ninety-two percent (92%) of students report that school activities are fun and that the school is a safe place. Eighty-six percent (86%) report being proud to be part of their school, and eighty-six percent (86%) perceive a positive school environment. Seventy-seven percent (77%) feel they have a voice in school decisions. While perceptions of pride and voice have declined slightly, overall results remain strong. Quail Glen will continue to promote student voice and foster a positive, inclusive school climate.