School Year: **2026-27**

LOBO SCHOOL OF INNOVATION

LOBO DISCOVERY ACADEMY

Quimby Oak MIDDLE SCHOOL

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Quimby Oak Middle School	43-69435-6047179	May 12, 2026	June 18, 2026

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

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

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

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

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

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

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

Schoolwide Program

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

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

Educational Partner Involvement

How, when, and with whom did Quimby Oak Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

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

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

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension Rate and English Language Learner Progress students are in the orange.

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

The team identified English Language Learner subgroups performing at two performance levels below all students in language arts and Math. To identify and determine the needs of these subgroups, Quimby will be implementing a diagnostic assessment tool to assess student academic progress three times a year. Utilizing the results of the diagnostic assessment, student growth goals will be established, as well as an individualized online instruction plan for every student. Our RTI teacher and school counselor will also be providing targeted intervention after school for students to provide added intervention not already addressed during the regular school day. We are also piloting small group instruction in our Math, Language Arts, and Science classrooms to roll out full implementation for the 26-27 school year in all classes to offer differentiated and targeted support for these subgroups. Additionally, Quimby Oak has specialized EL classes for students who are identified as 1& 2 and 3&4 on the ELPAC assessment to get targeted support for their language level.

The team identified Suspension Rates as an area of need and has implemented the EESD Behavior Matrix when looking at student consequences for behavior violations. As a PBIS school, we are seeing the positive effects of the reward system, and more students are stepping up and making good decisions at school, which shows in this year's rates.

Other Needs

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

Each school year, surveys include the School Safety Survey and the PBIS survey. The School Site Council analyzed data from the survey, and recommendations were made to improve the safety, culture, and academic learning environment on campus. We aim to enhance education and awareness regarding cyberbullying for both students and parents. Additionally, we seek to strengthen social-emotional learning to promote self-awareness, academic success, and positive behavior on and off campus. Providing students with opportunities to express their voices and be heard is a priority, as is addressing traffic concerns during school drop-off and pick-up times. We also strive to improve familiarity with emergency procedures, particularly shelter-in-place protocols, and to strengthen collaboration with law enforcement, fire departments, and safety liaisons to maintain compliance with safety protocols. Clear communication with parents regarding academics and engagement opportunities is another focus area. Lastly, we are committed to fostering education and collaboration on peer relations, race, and generational shifts, and embracing diversity within our evolving community.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.36%	0.47%	0.33%	3	4	3
African American	0.84%	0.70%	0.45%	7	6	4
Asian	59.33%	59.28%	58.82%	493	508	527
Filipino	8.30%	7.00%	7.25%	69	60	65
Hispanic/Latino	23.59%	24.50%	26.23%	196	210	235
Pacific Islander	0.12%	0.47%	0.89%	1	4	8
White	3.13%	2.57%	1.79%	26	22	16
Multiple/No Response	4.33%	4.90%	3.91%	36	42	35
			Total Enrollment	831	857	896

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	420	429	453
Grade 8	411	428	443
Total Enrollment	831	857	896

Conclusions based on this data:

1. Our school population is growing in every subgroup with the exception of Filipino, African American, and White.
2. Overall student enrollment has steadily and minimally increased from 2022-2023 to present school year in lieu of declining enrollment across the district.
3. Seventh grade enrollment has increased by 9 students and eighth grade enrollment has increased by 17 students with an overall increase of 30 students over the past two years.

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	114	126	145	17.3%	13.7%	16.2%
Fluent English Proficient (FEP)	360	356	354	42.4%	43.3%	39.5%
Reclassified Fluent English Proficient (RFEP)	272	262	255	31.6%	32.7%	28.46%

Conclusions based on this data:

1. The number of EL students at Quimby has slightly decreased over the past three years.
2. The number of FEP students has relatively stayed the same the last three years.
3. The number of English Learners have decreased since 2022-2023, but the amount of reclassified students have increased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 7	412	420	431	409	412	424	409	412	424	99.3	98.1	98.4
Grade 8	426	409	425	425	403	418	425	403	418	99.8	98.5	98.4
All Grades	838	829	856	834	815	842	834	815	842	99.5	98.3	98.4

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 7	2586.	2609.	2592.	29.10	38.11	32.55	37.16	33.74	33.49	19.56	16.75	18.87	14.18	11.41	15.09
Grade 8	2614.	2611.	2619.	32.47	31.02	37.80	39.06	42.68	34.93	13.18	13.15	13.16	15.29	13.15	14.11
All Grades	N/A	N/A	N/A	30.82	34.60	35.15	38.13	38.16	34.20	16.31	14.97	16.03	14.75	12.27	14.61

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 7	23.23	31.80	32.08	65.28	57.28	53.77	11.49	10.92	14.15
Grade 8	31.06	29.03	37.08	54.59	55.58	49.04	14.35	15.38	13.88
All Grades	27.22	30.43	34.56	59.83	56.44	51.43	12.95	13.13	14.01

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 7	33.99	42.48	35.85	50.12	45.63	50.47	15.89	11.89	13.68
Grade 8	36.71	34.99	37.80	48.00	52.36	48.80	15.29	12.66	13.40
All Grades	35.37	38.77	36.82	49.04	48.96	49.64	15.59	12.27	13.54

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 7	18.09	23.30	19.34	73.84	66.50	71.93	8.07	10.19	8.73
Grade 8	24.24	20.10	22.01	69.41	70.97	69.86	6.35	8.93	8.13
All Grades	21.22	21.72	20.67	71.58	68.71	70.90	7.19	9.57	8.43

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 7	29.83	40.29	30.90	59.90	52.18	58.49	10.27	7.52	10.61
Grade 8	35.76	34.49	37.32	55.53	57.82	55.26	8.71	7.69	7.42
All Grades	32.85	37.42	34.09	57.67	54.97	56.89	9.47	7.61	9.03

Conclusions based on this data:

1. Quimby administered the CAASPP test during Advisory courses with make-up days following the final testing day. In 2024-25, 98.4% of 7th grade students were tested and 98.4% of 8th grade students were tested. Combined, Quimby tested 98.4% of our total student population.
2. From 2023-24 to 2024-25, there was a 0.55% increase in percentage of students exceeding and meeting standards overall.
3. Students need the most support with "Demonstrating understanding of literary and non-fictional texts" with 14.01% of students below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 7	412	420	431	409	415	428	409	415	428	99.3	98.8	99.3
Grade 8	426	409	425	425	405	423	425	405	423	99.8	99	99.5
All Grades	838	829	856	834	820	851	834	820	851	99.5	98.9	99.4

* 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 7	2577.	2607.	2583.	34.47	46.02	38.32	19.80	18.07	17.99	24.21	17.35	20.79	21.52	18.55	22.90
Grade 8	2603.	2614.	2622.	40.24	41.98	45.86	16.71	18.27	13.48	17.41	18.27	19.62	25.65	21.48	21.04
Grade 11															
All Grades	N/A	N/A	N/A	37.41	44.02	42.07	18.23	18.17	15.75	20.74	17.80	20.21	23.62	20.00	21.97

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 7	36.67	46.99	38.08	39.85	33.01	38.79	23.47	20.00	23.13
Grade 8	36.47	38.77	37.12	41.65	38.77	41.84	21.88	22.47	21.04
Grade 11									
All Grades	36.57	42.93	37.60	40.77	35.85	40.31	22.66	21.22	22.09

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 7	30.07	39.76	33.88	51.83	45.54	46.96	18.09	14.70	19.16
Grade 8	35.53	34.81	40.43	45.88	48.15	42.79	18.59	17.04	16.78
All Grades	32.85	37.32	37.13	48.80	46.83	44.89	18.35	15.85	17.98

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 7	33.25	36.14	32.01	51.83	54.22	48.13	14.91	9.64	19.86
Grade 8	32.47	35.06	38.30	51.53	51.85	46.81	16.00	13.09	14.89
All Grades	32.85	35.61	35.14	51.68	53.05	47.47	15.47	11.34	17.39

Conclusions based on this data:

1. Quimby administered the CAASPP test during Advisory courses with make-up days following the final testing day. In 2024-25 99.3% of 7th grade students were tested and 99.5% of 8th grade students were tested. Combined Quimby tested 99.4% of our total population.
2. There was 1.95% decrease across the campus for all students exceeding standards in overall achievement.
3. Students need the most support with applying mathematical concepts and procedures with 22.09% below standard.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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
7	1540.5	1547.8	1538.6	1529.6	1546.9	1539.7	1550.9	1548.2	1536.8	59	40	74
8	1571.7	1553.7	1536.3	1576.4	1543.2	1539.1	1566.6	1563.8	1532.9	47	45	40
All Grades										106	85	114

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
7	32.20	35.00	28.38	27.12	35.00	33.78	27.12	15.00	21.62	13.56	15.00	16.22	59	40	74
8	36.17	31.11	25.00	31.91	37.78	22.50	17.02	6.67	30.00	14.89	24.44	22.50	47	45	40
All Grades	33.96	32.94	27.19	29.25	36.47	29.82	22.64	10.59	24.56	14.15	20.00	18.42	106	85	114

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
7	32.20	52.50	37.84	35.59	22.50	29.73	18.64	10.00	20.27	13.56	15.00	12.16	59	40	74
8	42.55	33.33	35.00	31.91	37.78	25.00	14.89	4.44	20.00	10.64	24.44	20.00	47	45	40
All Grades	36.79	42.35	36.84	33.96	30.59	28.07	16.98	7.06	20.18	12.26	20.00	14.91	106	85	114

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
7	13.56	12.50	8.11	32.20	35.00	29.73	32.20	37.50	39.19	22.03	15.00	22.97	59	40	74
8	19.15	22.22	15.00	40.43	31.11	15.00	12.77	20.00	32.50	27.66	26.67	37.50	47	45	40
All Grades	16.04	17.65	10.53	35.85	32.94	24.56	23.58	28.24	36.84	24.53	21.18	28.07	106	85	114

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
7	16.95	27.50	22.97	62.71	50.00	58.11	20.34	22.50	18.92	59	40	74
8	36.17	35.56	27.50	51.06	37.78	47.50	12.77	26.67	25.00	47	45	40
All Grades	25.47	31.76	24.56	57.55	43.53	54.39	16.98	24.71	21.05	106	85	114

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
7	55.93	75.00	59.46	27.12	7.50	27.03	16.95	17.50	13.51	59	40	74
8	59.57	48.89	60.00	31.91	26.67	17.50	8.51	24.44	22.50	47	45	40
All Grades	57.55	61.18	59.65	29.25	17.65	23.68	13.21	21.18	16.67	106	85	114

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
7	23.73	15.00	16.22	37.29	60.00	41.89	38.98	25.00	41.89	59	40	74
8	38.30	33.33	17.50	27.66	33.33	17.50	34.04	33.33	65.00	47	45	40
All Grades	30.19	24.71	16.67	33.02	45.88	33.33	36.79	29.41	50.00	106	85	114

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
7	25.42	12.50	14.86	64.41	75.00	71.62	10.17	12.50	13.51	59	40	74
8	14.89	20.00	0.00	76.60	66.67	87.50	8.51	13.33	12.50	47	45	40
All Grades	20.75	16.47	9.65	69.81	70.59	77.19	9.43	12.94	13.16	106	85	114

Conclusions based on this data:

1. There are 35.09% of students in Level 1 and 2, however most of our EL students, 57.01%, are in Level 3 and 4.
2. Speaking is our highest domain where 59.65% of students are scoring a 4 "Well Developed".
3. Reading is our lowest domain, in need of the most support, where 50.00% of students are scoring a 1 "Beginning".

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.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
857	**31.9%**	**14.7%**	**0.0%**
Total Number of Students enrolled in Quimby Oak Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	126	14.7%
Foster Youth	0	0.0%
Homeless	1	0.1%
Socioeconomically Disadvantaged	273	31.9%
Students with Disabilities	78	9.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.7%
American Indian	4	0.5%
Asian	508	59.3%
Filipino	60	7%
Hispanic	210	24.5%
Two or More Races	42	4.9%
Pacific Islander	4	0.5%
White	22	2.6%

Conclusions based on this data:

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

2. 31.9% of students attending Quimby Oak are Socioeconomically Disadvantaged. Intentional supports for Quimby's students and families are necessary in order to provide a well-rounded program that address the needs of all learners.

3. Just over 59.3% of the school's enrollment by Race/Ethnicity identifies as Asian. This is the largest subgroup on our campus.

School and Student Performance Data

Overall Performance

The 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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Quimby Oak Middle School's ELA and Math data demonstrates evidence of a strong academic foundation and successful program supporting student achievement to meet and exceed content standards.
2. English Language Learner Progress is an area of focus with two dedicated EL classes focusing on our level 1 & 2's and a 3 & 4's. The additional English Language class will ensure the students get the supports built in within the day.

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

School and Student Performance Data

Academic Performance
English Language Arts

The 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.

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	4	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Green	 Orange
46.5 points above standard	12.9 points above standard	60.3 points below standard
Declined 6.4 points	Increased 7.1 points	Declined 23.3 points
832 Students	234 Students	94 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	2.8 points above standard
	4 Students	Maintained -2.2 points
		275 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
78 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 6.7 points	5 Students	4 Students
74 Students		

Asian	Filipino	Hispanic
 Green	 Green	 Orange
77 points above standard	52 points above standard	28.2 points below standard
Declined 6.5 points	Declined 9.7 points	Declined 4.2 points
502 Students	58 Students	197 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 No Performance Color
44.5 points above standard	Fewer than 11 students - No Data for Privacy	50.7 points above standard
Declined 10.4 points	4 Students	Increased 24.9 points
42 Students		20 Students

Conclusions based on this data:

1. Quimby's All Student group is 46.5 points above standard, which has decreased by 6.4 points from last year.
2. English Learner, Students with Disabilities, and White student groups have increased in ELA proficiency.
3. Students in the Asain student group show the most growth in ELA performance data with 77 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

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.

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	3	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 Red
27.4 points above standard	20 points below standard	104.9 points below standard
Declined 8.8 points	Declined 6.4 points	Declined 39.2 points
838 Students	241 Students	95 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	29.9 points below standard
	4 Students	Declined 5.8 points
		279 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
114 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 13.4 points	5 Students	4 Students
73 Students		

Asian	Filipino	Hispanic
 Green	 Green	 Orange
73.7 points above standard	13.9 points above standard	80.6 points below standard
Declined 6.1 points	Declined 9.2 points	Declined 14.5 points
506 Students	58 Students	199 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 No Performance Color
26.6 points above standard	Fewer than 11 students - No Data for Privacy	26.5 points above standard
Maintained -1 points	4 Students	Increased 12.2 points
42 Students		20 Students

Conclusions based on this data:

1. Overall, Quimby students scored 27.4 points above standard in mathematics.
2. Students in the White subgroup have increased in mathematics proficiency.
3. More work is needed to improve the performance levels of Long Term EL Learners who are 104.9 points below standard and Hispanic students who declined 14.5 points in mathematics.

School and Student Performance Data

Academic Performance
Science

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	3

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	English Learners	Long-Term English Learners
		
Blue	Blue	Orange
67 science points	59.4 science points	43.1 science points
Increased 4.2 points	Increased 6.9 points	Declined 5.8 points
417 Students	96 Students	32 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Blue
0 Students	0 Students	59.3 science points
		Increased 6.9 points
		133 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
43 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.2 points	3 Students	3 Students
26 Students		

Asian	Filipino	Hispanic
		
Blue	No Performance Color	Yellow
74.4 science points	64.7 science points	47.6 science points
Increased 6.1 points	Maintained 1.6 points	Maintained -1.3 points
255 Students	25 Students	93 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
67.4 science points	0 Students	66.5 science points
25 Students		13 Students

Conclusions based on this data:

1. Overall, Quimby students scored 67 points above standard in science.
2. Students in the English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Asian subgroups have increased in science proficiency.
3. More work is needed to improve the performance levels of Long Term EL Learners who are 43.1 points below standard in science.

School and Student Performance Data

Academic Performance
English Learner Progress

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 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**
	
Orange	Orange
45.5 making progress.	46.2 making progress.
Number Students: 101 Students	Number Students: 78 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**
17%	38%	11%	34%

Conclusions based on this data:

1. 45.5% of Quimby's English Learners are making progress towards English language proficiency and 46.2% of Quimby's Long Term English Learner's are making progress.
2. 34% of English Learners progressed at least one ELPI level.
3. 17% of English Learners decreased one ELPI level.

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	English Learners	Long-Term English Learners
		
Green	Green	Green
7.7% Chronically Absent	9.7% Chronically Absent	10% Chronically Absent
Declined 1.9	Declined 1.2	Declined 2.6
874 Students	134 Students	100 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	17.3% Chronically Absent
	5 Students	Declined 0.6
		300 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
23.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 4.1	5 Students	4 Students
82 Students		

Asian	Filipino	Hispanic
 Blue	 Green	 Yellow
1.5% Chronically Absent	5% Chronically Absent	20.8% Chronically Absent
Declined 1.3	Declined 2.1	Declined 4.9
519 Students	60 Students	216 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 No Performance Color
11.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	14.3% Chronically Absent
Increased 0.6	5 Students	Increased 6.3
44 Students		21 Students

Conclusions based on this data:

1. Chronic absenteeism as a whole has held steady at Quimby. Chronic absenteeism has declined in Filipino, Hispanic, Asian, English Learners, Long Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged student groups. With constant communication to families about the importance of attending school regularly, having attendance competitions, holding attendance meetings with the school counselor, school social worker, and Assistant Principals, we hope that families and students will see the value in education, and attendance will improve in the coming years, and maintain their progress.
2. Our Hispanic (declined 4.9) and Students with Disabilities (declined 4.1) populations showed great improvement this year.
3. Students with Disabilities is our highest student group who are demonstrating chronic absenteeism. There is a need to do a root cause analysis with the teachers and students to see what measures need to be put in place to produce a rise in attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	1	2

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	English Learners	Long-Term English Learners
		
Orange	Orange	Orange
3.9% suspended at least one day	5.1% suspended at least one day	5.9% suspended at least one day
Increased 1.5%	Increased 1.8%	Increased 4.8%
882 Students	138 Students	102 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	8.5% suspended at least one day
	5 Students	Increased 3.5%
		305 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
9.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.9%	5 Students	4 Students
82 Students		

Asian	Filipino	Hispanic
 Green	 Blue	 Red
1.2% suspended at least one day	0% suspended at least one day	11% suspended at least one day
Maintained 0%	Declined 2.9%	Increased 5.8%
521 Students	60 Students	219 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	4.2% suspended at least one day
Maintained 0%	5 Students	Maintained 0.2%
44 Students		24 Students

Conclusions based on this data:

1. The number of suspensions at Quimby Oak saw a slight increase of 1.5%. We saw the following subgroups increase Hispanic (increased by 5.8%), Students with Disabilities (Increased by 3.9%), Long Term English Learners (increased 4.8%)
2. There has been a slight decrease (2.9%) in suspensions of Filipino students.
3. Students with Disabilities and Hispanic student subgroups had the most suspensions. Doing a root cause analysis will be able to show us the causes, needed supports, and systems we can put in place to continue to support these students with Restorative measures as well as celebrating their successes.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The California School Dashboard utilizes suspension rates as an indicator of school conditions and climate. Quimby Oak Middle School suspension rates are rated in the green. While suspensions at Quimby Oak Middle School are very low, the dashboard indicates a need to focus on students who are Socioeconomically Disadvantaged.

Students in grades 7-8 are assessed in Math and Language Arts on the CAASPP. At Quimby Oak Middle School, all students scored 57.82% proficient in Math, and 69.35% proficient in Language Arts. Proficiency gaps existed for both Math and Language Arts for the same subgroups of students that are Hispanic, Long Term English Learners, and Students with Disabilities.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 57.01% of ELs at Quimby Oak Middle School are making progress towards English language proficiency, putting Quimby Oak Middle School in green. At Quimby Oak Middle School, 27.19% of ELs scored 4 on the summative ELPAC as well as met i-Ready criteria of at grade level or one grade level below, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At Quimby Oak Middle School, all students scored 57.92% proficient. Proficiency gaps existed for Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, long-term English Langauge Learners, and Filipino subgroups.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade-level proficiency. In March of 2026, 62% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated the need for support for English Learners (4% proficient), Hispanic (35% proficient), and Homeless Youth (13%) subgroups. In March of 2026, 59% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated the need for support from English Learners (17% proficient), Hispanic students (29% proficient), and Homeless Youth (13% proficient) subgroups.

Analysis of student achievement data and classroom assessments indicates a need for stronger alignment and consistent instruction of essential standards in both Mathematics and English Language Arts. Students continue to need support with foundational math skills, reading comprehension, academic writing, and applying grade level concepts. During the upcoming school year, the school will focus on prioritizing essential standards and strengthening instruction to improve student achievement for all learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall, the student suspension rate is orange, with 3.0% suspended for at least one day. Students with Disabilities - 9.8% (orange) Hispanic - 11% (red) SocioEconomically Disadvantaged- 8.9% (orange) Long Term English Learner- 5.9% (orange) English Learners - 5.1% (orange) Asian - 1.2% (green)	The overall suspension rate will decrease by 1%, with rates for identified groups decreasing by 2%. Quimby Oak will continue to partner with New Hope For Youth to continue to help connect, mentor, and develop relationships with students who struggle with positive behavior on campus next school year.
CAASPP ELA	Students in the following subgroups achieved proficiency at lower rates than all students. Students with Disabilities - 20% proficient Socioeconomically Disadvantaged - 50.93% proficient English Learner - 20.26% proficient Hispanic - 38% proficient	The proficiency of all subgroups will increase by 5%. Quimby Oak will launch small group instruction for student groups with proficiency gaps next school year.
CAASPP Math	Students in the following subgroups achieved proficiency at lower rates than all students. Students with Disabilities - 14.49% proficient Socioeconomically Disadvantaged - 39.63% proficient English Learner - 16.81% proficient Hispanic - 21.79% proficient	The proficiency of all subgroups will increase by 5%. Quimby Oak will launch small group instruction for student groups with proficiency gaps next school year.
CAST	All students - 57.92% proficient	The proficiency of all students will increase by 5%. Quimby Oak will implement the interim CAST assessment throughout the year to identify learning gaps of students and re-teach content to level up student proficiency on the end-of-year assessment.
CA Dashboard English Learner Progress	45.5% of English Learners making progress towards English language proficiency.	60% of English Learners will make progress towards proficiency.
iReady Reading T3 Diagnostic	Students in the following subgroups achieved proficiency at lower rates than all students. 35% proficient of Hispanic students 13% proficient of Homeless Youth 4% proficient of English Learners	The proficiency of all subgroups will increase by 5%. Quimby Oak will launch small group instruction for student groups with proficiency gaps in the next school year.
iReady Math T3 Diagnostic	Students in the following subgroups achieved proficiency at lower rates than all students. 13% proficient of Homeless Youth 29% proficient of Hispanic students	The proficiency of all subgroups will increase by 5%. Quimby Oak will launch small group instruction for student groups with proficiency gaps in the next school year.

	17% proficient of English Learners	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1.1 Professional Development Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of professional development may include, but are not limited to: strategies for English Learners, Reading and Phonics Instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.	All Students	5810.00 General Fund 1000-1999: Certificated Personnel Salaries Leadership OT hours (30 LDA, 30 LSI =60 hrs OT, 23 Admin Des Hours) 5500.00 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures PD/Assembly for Staff/Students
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. Within School Day Intervention: ELA Ignite Math Ignite After-School Intervention: Lobos Lightning	EL students Students below grade level Students with behavior that impedes learning.	2700.00 Title III 4000-4999: Books And Supplies Classroom Supplies - Hands on content material (Math, ELA, Science, SS/History, ELD) 1000.00 Supplemental Fund 4000-4999: Books And Supplies Classroom Supplies(ELD) 525.00 Title III 4000-4999: Books And Supplies Special Services Classroom Supplies(SPED) 2000.00 Supplemental Fund 4000-4999: Books And Supplies Special Services Classroom Supplies (SPED) 2925.00 General Fund 5000-5999: Services And Other Operating Expenditures IXL 3844.20 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies Math 180 347.36 General Fund 4000-4999: Books And Supplies Fountas & Pinnell 10080.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries Lobos Ignite(144 hr OT)
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in all subjects.	All Students ELs Students below grade level Students with behavior that impedes learning.	4505.00 Title III 4000-4999: Books And Supplies English 3D Curriculum
1.4	Strategy 1.4 Facility Maintenance Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All Students	1999.44 General Fund 5000-5999: Services And Other Operating Expenditures Admin Supplies 2000.00 General Fund 4000-4999: Books And Supplies Emergency Preparedness Supplies
1.6			

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.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1: Quimby Oak Middle School will provide the conditions for learning needed to meet the needs of all students for a high-quality education, as demonstrated by both qualitative and quantitative indicators.

Metric/Outcome: CA Dashboard Conditions and Climate (Suspensions) Quimby's overall suspension rate increased by 1.5%, and all the subgroups declined, except for one. (1.2% Asian)

Metric/Outcome: CAASPP ELA (Language Arts) Quimby's targeted subgroups achieving proficiency at lower levels are Students with Disabilities - 20% proficient, Socioeconomically Disadvantaged - 50.93% proficient, English Learner - 20.26% proficient, Hispanic - 38% proficient.
Metric/Outcome: CAASPP Math (Math) Quimby's targeted subgroups achieving proficiency at lower levels are: Students with Disabilities - 14.49% proficient, Socioeconomically Disadvantaged - 39.63% proficient, English Learner - 16.81% proficient, Hispanic - 21.79% proficient.
Metric/Outcome: CAST Science Results (Science) Quimby's proficiency level increased from 52.82% to 57.92%
Metric/Outcome: CA Dashboard English Learner Progress (EL) Quimby's proficiency level decreased from 63.5% to 45.50%
Metric/Outcome: iReady Reading T3 Diagnostic (Language Arts) Quimby's proficiency level declined from 67% to 62%
Metric/Outcome: iReady Math T3 Diagnostic (Math) Quimby's proficiency level declined from 63% to 59%

All expected outcomes for the 2026-2027 school year show a growth of 5% and suspensions having an overall decrease of 1%. This goal is in alignment with the action items and plan for the next school year.

Successful Implementation: (Effective Actions)
Action 1.1 Professional Development - Successfully continued the implementation and collaboration regarding Professional Development. The ILT team met and collaborated with the administration to plan and implement the schoolwide instructional strategy. Additionally, teachers participated in and led many of the districtwide PD sessions on District PD Thursdays, allowing them to be the teacher of teachers in the district. This action increased the percentage change in the metrics above by allowing teachers to be fully trained with the latest strategies and best practices to use in their classroom for daily instruction.
Action 1.2 Intervention and Instructional Support- Successfully continued the implementation of intervention and instructional support systems throughout the school year. Staff collaborated to provide targeted academic support for students through ELA, Math, and after-school intervention systems. Teachers and support staff remained committed to ensuring students received instructional support and intervention opportunities based on academic needs. This action increased the percentage change in the metrics above by continuing to strengthen intervention systems and provide additional academic support for students.
Action 1.3 Digital Content- Successfully continued the implementation of digital content and instructional technology supports for students and staff. Staff utilized digital resources and instructional tools to support student learning and engagement, particularly within our EL systems. Ongoing collaboration and implementation of digital instructional programs helped provide students with meaningful access to learning resources and instructional support. This action increased the percentage change in the metrics above by expanding access to digital learning tools and supporting student achievement through instructional technology.
Action 1.4 Facility Maintenance- Successfully continued the implementation of providing materials and services for students, staff, and community in order to keep the buildings and grounds maintained and in a safe and welcoming condition. This action increased the percentage change in the metrics above by creating a safe and welcoming learning environment for our students.

Implementation Challenges
None at this time.

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

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Successful Implementation:
Action 1.1 Professional Development - Successfully continued the implementation and collaboration regarding Professional Development. The ILT team met and collaborated with the administration to plan and implement the schoolwide instructional strategy. Additionally, teachers participated in and led many of the districtwide PD sessions on District PD Thursdays, allowing them to be the teacher of teachers in the district.
Action 1.2 Intervention and Instructional Support – Staff successfully continued the implementation of intervention and instructional support systems throughout the 25-26 school year to support student learning in ELA, Math, and after-school interventions. Staff remained committed to providing students with targeted academic support and intervention opportunities based on individual student needs. The continued focus on intervention systems helped strengthen student learning opportunities and academic support throughout the year. We look forward to continuing to strengthen and expand these systems in the future.
Action 1.3 Digital Content – Staff successfully continued the implementation of digital content and instructional technology supports throughout the 25-26 school year to enhance student learning, particularly within our EL systems. Collaboration between the District Office, IT Department, and school site supported the successful implementation of

digital learning platforms and instructional resources for students. Students engaged with instructional technology and digital resources that supported academic growth, engagement, and language development throughout the year. We look forward to continuing to strengthen digital content implementation and instructional technology support in the future. Action 1.4 Facility Maintenance- Successfully continued the implementation of providing materials and services for students, staff, and community to keep the buildings and grounds maintained and in a safe and welcoming condition.

Implementation Challenges
None at this time.

Expenditure Differences
Action 1.4 Facility Maintenance: Custodial Supplies- Budgeted $15000; Actual $17000 (pulled from other funding sources). Difference due to the increased cost of supplies. The 25-26 budget will reflect the increased cost of items.

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.

From our analysis, here are the planned adjustments for our 2026 School Plan for Student Achievement (SPSA).

Goal 1- Quimby Oak Middle School will provide the conditions for learning needed to meet the needs of all students for a high-quality education

Metrics Modifications:
Modified: Updated language to address the current data and goals for the upcoming year.

Actions Modifications:
Modified: none

Expected Outcomes:
Modified: none

These modifications align with our effectiveness analysis and implementation experiences from the current year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and community engagement and support programs that foster a stronger, more positive connection between school and home.

Identified Need

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

The California School Dashboard utilizes the Chronic Absenteeism rate as an indicator of student engagement. Quimby Oak Middle School is rated green with 7.7% of students chronically absent. The dashboard indicates a need to focus on students who are Two or More Races, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged.

Suspension rate indicates the amount of engagement that students have at school. Quimby Oak Middle School is rated green on the California School Dashboard. While suspensions at Quimby Oak Middle School are higher this year, the dashboard indicates a need to focus on students who are Hispanic.

According to the PowerSchool Incident Management Report, there were 207 referrals to the office. Other means of correction (OMC) were used as a consequence in 85% of those incidents. The report indicated a need to focus on students who are Hispanic (33.3%).

In the fall, Evergreen School District administers the EESD Safety Survey to community members and students in grades 7-8. Results of that survey indicate that 83.9% of students agree or strongly agree that Quimby Oak Middle School has ways to recognize and reinforce positive behavior.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is green with 7.7% chronically absent. 11.4% of Two or More Races (Orange) 23.2% of Students with Disabilities (Orange) 20.8% of Hispanic (Yellow) 17.3% of Socioeconomically Disadvantaged (Yellow)	The overall rate of students that are chronically absent will decrease by 3%, with rates for identified groups decreasing by 3%. In order to support this work we will hold attendance workshops with families, send out Parent Square communication from Attendance Matters, and work alongside families to ensure their student gets to school each day.
CA Dashboard Conditions and Climate	Overall, the student suspension rate is orange, with 3.9% suspended for at least one day. 11% of Hispanic(red)	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.

PowerSchool Incident Management	85% of all office referrals resulted in OMC from August 2025 to May 2026 in PowerSchool. Student groups that were referred disproportionately included: 33.3% of Hispanic students	90% of all office referrals will result in OMC from August 2026 to April 2027. Student groups that were referred disproportionately will decrease in office referrals by 10%.
EESD Safety Survey	In Fall 2025, 83.9% of students agreed or strongly agreed that QOMS has ways to recognize and reinforce positive behavior on campus.	In Fall 2026, 100% of students will agree or strongly agree that QOMS has ways to recognize and reinforce positive behavior on campus.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, and staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset-building lessons and activities, Social Emotional Lessons, Second Step lessons, PBIS rewards system, and engaging and motivating assemblies.	All Students	5,400.00 General Fund 1000-1999: Certificated Personnel Salaries PBIS Hours (20 subs) 2520.00 General Fund 1000-1999: Certificated Personnel Salaries Friday School (18 sessions x 2 hrs) 1000.00 Supplemental Fund 4000-4999: Books And Supplies PBIS Resources and Supplies 1500.00 Supplemental Fund 4000-4999: Books And Supplies Campus Beautification 500.00 Supplemental Fund 4000-4999: Books And Supplies Student Center 1480.00 Supplemental Fund 4000-4999: Books And Supplies Wellness Wednesday & Staff Culture/Morale 5500.00 Supplemental Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures PD PBIS/Restorative Justice/SEL 3510.00 Supplemental Fund 4000-4999: Books And Supplies Minga
2.2	Strategy 2.2 Family Engagement In order to foster collaboration with family and community, provide a variety of opportunities for stakeholder engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTSA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.	All Students	5000.00 Supplemental Fund 4000-4999: Books And Supplies Supplies for school events (Honors, etc) 7000.00 General Fund 4000-4999: Books And Supplies Supplies for Parent Involvement Events (Promotion, etc.) 2276.00 General Fund 4000-4999: Books And Supplies Office supplies and materials 4680.00 General Fund 5000-5999: Services And Other Operating Expenditures Copier Maintenance 1500.00 Supplemental Fund 4000-4999: Books And Supplies School Events for Families (BTSN, Open House, Etc)
2.3	Strategy 2.3 Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: Lobo Lowdown Weekly Newsletter, PBIS Handbooks, Digital Handbooks, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook. Distributed in the Home Language when possible.	All Students	0.00
2.4	Strategy 2.4 Enrichment Opportunities & After-School Enrichment Classes The staff will engage students in regular leadership opportunities around the campus. Opportunities	All Students	8750.00 General Fund 1000-1999: Certificated Personnel Salaries SEAT Hours (125 hrs OT)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	may include, but are not limited to: Student Council, School Site Council, Superintendent's Advisory Committee, and social skills lessons. Students will have the opportunity to participate in a variety of enrichment activities during lunch and outside of school hours. Activities may include, but are not limited to: Totally Board-Games, Anime, Disney, Badminton, Art, Creative Writing, Yearbook, Drama, and more! Students will have the opportunity to participate in after-school enrichment activities in the arts. These classes will include cooking, art, and dance.		5000.00 Supplemental Fund 4000-4999: Books And Supplies After School Enrichment Classes Supplies 5040.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries After School Enrichment Classes OT (72 hr OT)
2.5	Strategy 2.5 Sports Sports are offered year-round, after school. Fall: Boys and Girls Cross Country Girls Basketball Wrestling (coed) Winter: Boys Basketball Boys and Girls Soccer Boys and Girls Volleyball Spring: Boys and Girls Track & Field Boys and Girls Flag Football	All Students	30444.00 General Fund 1000-1999: Certificated Personnel Salaries Coaching Stipends 3200.00 General Fund 4000-4999: Books And Supplies Uniforms, supplies, and equipment 600.00 General Fund 5000-5999: Services And Other Operating Expenditures League Fees 3000.00 General Fund 5000-5999: Services And Other Operating Expenditures Busses 5456.00 General Fund 5000-5999: Services And Other Operating Expenditures Referees
2.6	Strategy 2.6 Electives Quimby Oak offers a variety of electives and after-school enrichment classes to enrich students' academic and personal learning. Creativity and presentation are two incredibly valuable skills in the modern world. In these classes, students are challenged to learn a variety of skills, learn more about themselves, and their fellow students. Some of the electives offered at Quimby are Coding, Hacking Home Ec, Peer Advisory, Leadership, Lobo Leaders, ELA Ignite, Math Ignite, Art, Band, Choir, Violin, Percussion, Drama, Business Electives, and more!	All Students	11300.00 General Fund 4000-4999: Books And Supplies Electives 500.00 Supplemental Fund 4000-4999: Books And Supplies Lobo Advisory (iReady Incentives, Awards, Etc)

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.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2: Quimby Oak Middle School will provide programs that support positive student and family engagement, as demonstrated by both qualitative and quantitative indicators.

Metric/Outcome: CA Dashboard Engagement (Attendance) Quimby's Chronic Absenteeism rate declined from 9.6% to 7.7%.
Metric/Outcome: CA Dashboard Conditions and Climate (Suspensions) Quimby's overall suspension rate increased from 2.3% to 3.9%, and there is a focus on one. (11% Hispanic)
Metric/Outcome: PowerSchool Incident Management (Office Referrals) Quimby's percentage of office referrals resulting in OMC increased from 78% to 85%. Additionally, the student group that was referred disproportionately (Hispanics) decreased from 40% to 33.3% of referrals being Hispanic students.
Metric/Outcome: EESD Safety Survey (Positive Behavior) Quimby's goal from last year was centered around knowing the school-wide rules, and we didn't feel it aligned with the overall engagement goal, so we changed it to students knowing the site's PBIS recognition and reinforcement of positive student behaviors on campus. There was a decrease 84.64% to 83.9% of students who agree/strongly agree that there are ways to recognize and reinforce positive behavior at Quimby.

Successful Implementation: (Effective Actions)
Action 2.1 PBIS - This action item was entirely effective. Successfully continued the implementation of PBIS, including regular recognition of positive behavior, regular review of data, focusing on our Tier 2 students, staff development, etc. During our advisory classes, we continued to teach Social Emotional lessons, Second Step, and used our Positive Rewards system of "Caught Ya's". The continued approach allowed for consistency across the campus and an overall continuity of procedures and practices for students to know and strive for. This action increased the percentage change in the metrics above by allowing our students to have a safe environment where their positive behaviors are rewarded and restorative measures are put in place if needed.
Action 2.2 Family Engagement- This action item was entirely effective. Successfully continued the implementation and collaboration with family and community to provide a variety of opportunities for stakeholder engagement. These have included Family Nights in conjunction with the PTSA, Open House, Back to School Nights, Spirit Days, International Carnival, Attendance workshops, etc. This action increased the percentage change in the metrics above by having more parent and community participation and fewer suspensions, since students wanted to be at school.
Action 2.3 Family Communication- This action item was entirely effective. Successfully continued the implementation of School to Home communication through the use of online and printed resources such as Parent Square, Digital Handbooks, Lobo Lowdown Weekly Newsletter, Social Media, and more. This action increased the percentage change in the metrics above by seeing a decrease in our attendance issues, and more students were regularly coming to school.
Action 2.4 Enrichment Opportunities- This action item was entirely effective. Successfully continued the implementation and collaboration with students to engage in regular leadership around the campus. Opportunities have included Student Council, SSC, Superintendent's Advisory Committee, and more. Additionally, students participate in various clubs during and after school. This year's new After School Arts Enrichment program allowed our students the opportunity to participate in cooking classes, art classes, and dance classes. This action increased the percentage change in the metrics above by increasing our attendance in decreasing our student behaviors and suspensions.
Action 2.5 Sports- This action item was entirely effective. Successfully continued the implementation of school-wide sports, allowing students to participate in cross country, basketball, wrestling, volleyball, soccer, and track and field. This year, we saw many of our sports teams bring home championships at various levels of competition. This action increased the percentage change in the metrics above by keeping students engaged, attending school, and resulting in fewer suspensions.
Action 2.6 Electives- This action item was entirely effective. Successfully continued the implementation of offering a variety of electives for our students in an ever-changing environment. We have been able to add 21st-century classes such as STEAM, Coding, and Money Talks while still honoring the arts with band, music, drama, and more. This action increased the percentage change in the metrics above by keeping students engaged, attending school regularly, and resulting in fewer suspensions.

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

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Successful Implementation:
Action 2.1 PBIS - Successfully continued the implementation of PBIS, including regular recognition of positive behavior, regular review of data, focusing on our Tier 2 students, staff development, etc. During our advisory classes, we continued to teach Social Emotional lessons, Second Step, and used our Positive Rewards system of "Caught Ya's". The continued approach allowed for consistency across the campus and an overall continuity of procedures and practices for students to know and strive for.
Action 2.2 Family Engagement- Successfully continued the implementation and collaboration with family and community to provide a variety of opportunities for stakeholder engagement. These have included Family Nights in conjunction with the PTSA, Open House, Back to School Nights, Spirit Days, International Carnival, Attendance workshops, etc.
Action 2.3 Family Communication- Successfully continued the implementation of School to Home communication through the use of online and printed resources such as Parent Square, Digital Handbooks, Lobo Lowdown Weekly Newsletter, Social Media, and more.
Action 2.4 Enrichment Opportunities- Successfully continued the implementation and collaboration with students to engage in regular leadership around the campus. Opportunities have included Student Council, SSC, Superintendent's Advisory Committee, and more. Additionally, students participate in various clubs during and after school. In listening to the parent community, we will be adding a new After School Arts Enrichment program that will allow our students the opportunity to participate in cooking classes, art classes, and dance classes.
Action 2.5 Sports- Successfully continued the implementation of school-wide sports, allowing students to participate in cross country, basketball, wrestling, volleyball, soccer, and track and field. This year, we saw many of our sports teams bring home championships at various levels of competition.
Action 2.6 Electives- Successfully continued the implementation of offering a variety of electives for our students in an ever-changing environment. We have been able to add coding and business electives while still honoring the arts with band, music, drama, and more.

Expenditure Differences
None at this time.

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.

From our analysis, here are the planned adjustments for our 2026 School Plan for Student Achievement (SPSA).

Goal 2- Student and Family Engagement: No changes to the current goal focusing on engagement.

Metrics Modifications:
Modifed: none

Actions Modifications:
Modified: Action 2.2- updated language to include our International Carnival, 2.5- updated language about sports offerings to include Boys and Girls Flag Football, and 2.6- updated language about current elective offerings.

Expected Outcomes:
Modified: Attendance- updated language about how we would attain this goal, Incident Management- updated language stating we want to see a 10% decrease in referrals for our disproportionately identified subgroups, and Safety Survey- updated the metric and outcome to match the overarching goal of student engagement with the knowledge, understanding, and enforcement of the school's positive behavior system

These modifications align with our effectiveness analysis and implementation experiences from the current year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Quimby Oak Middle School scored green in Math because students declined their points above standard by 8.8. Quimby Oak Middle School scored green in Language Arts because students decreased their points above standard by 6.4.

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At Quimby Oak Middle School, all students scored 57.92% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade-level proficiency. In March of 2026, 62% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2026, 59% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	69.35% of all students are proficient	74.35% of all students will be proficient
CAASPP Math Results	57.82% of all students are proficient	62.82% of all students will be proficient
CAST Results	57.92% of all students are proficient	62.92% of all students will be proficient
iReady Reading T3 Diagnostic	62% of all students are proficient	67% of all students will be proficient
iReady Math T3 Diagnostic	59% of all students are proficient	64% of all students will be proficient

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy 3.1 Effective Learning Environments	All Students	8000.00 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, and overtime for staff to complete projects that are outside of their working hours, including scheduling, emergency preparedness, computer repairs, and tech closet items, etc.		4000-4999: Books And Supplies Classroom Supplies (Math, ELA, Science, SS/History) 100.00 General Fund 4000-4999: Books And Supplies Science Fair Awards/Rewards 2,100.00 Supplemental Fund 4000-4999: Books And Supplies PE Classroom Supplies 900.00 General Fund 4000-4999: Books And Supplies Specialty PE (Dance, Wrestling, Volleyball) 2100 General Fund 1000-1999: Certificated Personnel Salaries Middle School Scheduling(30 hr OT) 1000.00 General Fund 4000-4999: Books And Supplies Library Books and Supplies 20117.00 Supplemental Fund 4000-4999: Books And Supplies Classroom Budgets 1030.00 Supplemental Fund 4000-4999: Books And Supplies Office Supplies - Tech Closet 2000.00 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Computer Repairs
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed	All Students	7000.00 General Fund 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration, and peer classroom observations. Site Director to oversee all NTN residencies, tours, and PBL professional development. The Site Director oversees the school-within-a-school model at Quimby Oak Middle that represents 1/3 of the student and staff population.		Site Director (100 hrs OT) 3430.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries ILT Department Leadership Team (7 members x 7 meetings= 49hrs OT)

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.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3: Students at Quimby Oak Middle School will progress towards proficiency in Math, Language Arts, and Science, as demonstrated by both qualitative and quantitative indicators.

Metric/Outcome: CAASPP ELA Results (Language Arts) Quimby's proficiency level decreased from 72.76% to 69.35%
Metric/Outcome: CAASPP Math Results (Math) Quimby's proficiency level decreased from 62.19% to 57.82%
Metric/Outcome: CAST Science Results (Science) Quimby's proficiency level increased from 52.83% to 57.92%
Metric/Outcome: iReady Reading T3 Diagnostic (Language Arts) Quimby's proficiency level declined from 67% to 62%
Metric/Outcome: iReady Math T3 Diagnostic (Math) Quimby's proficiency level declined from 63% to 59%

All expected outcomes for the 2026-2027 school year show a growth of 5%. This goal is in alignment with the action items and plan for the next school year. Quimby is the most excited for the implementation of the CAST interim assessment across the Science Department in order to identify learning gaps and incorporate small group instruction to see an overall increase in CAST scores next year.

Successful Implementation: (Effective Actions)
Action 3.1 Effective Learning Environments- Successfully continued the implementation of providing students with general operational supplies and materials needed for effective learning environments. This action increased the percentage change in the metrics above by giving the students hands-on materials and safe and structured learning environments to succeed in their classes.
Action 3.2 Academic Progress Monitoring- Successfully continued the implementation and collaboration with staff to engage in academic progress monitoring of our students through data walks, looking at student work, small group instruction, partnerships with the NTN, observations, and more. This action increased the percentage change in the metrics above by allowing staff to see best practices in action and then implement them in classes, and see firsthand students' results in action.

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

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Successful Implementation:
Action 3.1 Effective Learning Environments- This action item was entirely effective. Successfully continued the implementation of providing students with general operational supplies and materials needed for effective learning environments.

Action 3.2 Academic Progress Monitoring- This action item was entirely effective. Successfully continued the implementation and collaboration with staff to engage in academic progress monitoring of our students through data walks, looking at student work, small group instruction, partnerships with the NTN, observations, and more.

Expenditure Differences
None at this time.

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.

From our analysis, here are the planned adjustments for our 2026 School Plan for Student Achievement (SPSA).

Goal 3- Students at Quimby Oak Middle School will progress towards proficiency in Math, Language Arts, and Science.

Actions Modifications:
Modified: None

Expected Outcomes:
Modified: None

These modifications align with our effectiveness analysis and implementation experiences from the current year.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$206,169.00
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 ($)
Title III	$7,730.00

Subtotal of additional federal funds included for this school: $7,730.00

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

State or Local Programs	Allocation ($)
	$0.00
General Fund	$120,652.00
Supplemental Fund	$77,787.00

Subtotal of state or local funds included for this school: $198,439.00

Total of federal, state, and/or local funds for this school: $206,169.00

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
Title III	7730.00	0.00
Supplemental Fund	77787.00	0.00
General Fund	120652.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	120,652.00
Supplemental Fund	77,787.00
Title III	7,730.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	80,574.00
4000-4999: Books And Supplies	93,934.56
5000-5999: Services And Other Operating Expenditures	26,160.44
5800: Professional/Consulting Services And Operating Expenditures	5,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	General Fund	62,024.00
4000-4999: Books And Supplies	General Fund	39,967.56
5000-5999: Services And Other Operating Expenditures	General Fund	18,660.44
1000-1999: Certificated Personnel Salaries	Supplemental Fund	18,550.00

4000-4999: Books And Supplies	Supplemental Fund	46,237.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	5,500.00
4000-4999: Books And Supplies	Title III	7,730.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,236.00
Goal 2	115,156.00
Goal 3	47,777.00

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

4 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Ginger Gaeta	Principal
Heather Cardona	Other School Staff
Leigh Culkin	Classroom Teacher
Allison Kobayashi	Classroom Teacher
Isabella Paloma	Classroom Teacher
Aisha Jawed	Other School Staff
Carmen Navarro	Parent or Community Member
Ganesh Waghmare	Parent or Community Member
Stephanie Smith	Parent or Community Member
Rishan Waghmare	Secondary Student
Kylie Do	Secondary Student
Ariella Cardenas	Secondary Student
Miwa Adaniya	Parent or Community Member
Soliya Lopez	Secondary Student
Camille Gingrich	Other School Staff
Rosa Luo	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/26.

Attested:

Principal, Ginger Gaeta on 5/19/26

SSC Chairperson, Ganesh Waghmare on 5/19/26

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

EVERGREEN SCHOOL DISTRICT
EST. 1955 SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY

FY 2026-27

SCHOOL: *QUIMBY OAK* **SITE #** **006** **ALLOCATION:** **$** **77,952.00**

3 digits - 0##

Quimby Oak Admin & Secretary Notes

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	Budget	Department	Decription
Hourly Teacher	010-1100-0	1120	00-1170	1000	006				
							Gen	School Climate	$8750 SEAT Hours **125 hours OT** $5400- PBIS Hours **5 subs for 4 work days (1 per quarter) 20 total subs at $270)** $7000- Site Director **100 hours OT** $2520- Friday School **18 sessions x 2 hours each= (36hr OT)** $2100- Middle School Scheduling **30 hours OT** $5810- Leadership Hours (Admin coverage, Orientation, NTN Nights) **83 hours OT**
SEAT School Enrichment*(required $55.86 x 125 hours)*	010-1100-0	1120	00-1170	1000	006	**25,912**			
Substitute Teachers *(paid by site)*	010-1100-0	1150	00-1170	1000	006				
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081				
*Other**	010-1100-0		00-1170		006				
21.88% Benefits	010-1100-0	3xx1	00-1170		006	5,668	Gen	School Climate	Benefits
Classified Salaries (for timesheets)									
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	006				
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	006				
Hourly Clerical	010-1100-0	2460	00-1170	2700	006				
Hourly Health Aide	010-1100-0	2950	00-1170	3140	006				
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	006				
*Other**	010-1100-0		00-1170		006				
35.38% Benefits	010-1100-0	3xx2	00-1170		006	-			
Supplies (for POs & reimbursements)									
Books	**010-1100-0**	**4200**	**00-1170**	**1000**	**006**				
							Gen	Math	$2000- Classroom Supplies- Hands on content materials and classroom supplies for students
								ELA	$2000- Classroom Supplies- Hands on content materials and classroom supplies for students
								Science	$2000- Classroom Supplies- Hands on content materials and classroom supplies for students $100- Science Fair Awards/Rewards
								SS	$2000- Classroom Supplies- Hands on content materials and classroom supplies for students
								School Climate	$1000- Library Books and Supplies $2000- Emergency Preparedness Supplies $7000- Supplies for events for parent involvement (Promotion, etc)
								Parent Involvem	
								Electives	$1500- Band supplies and materials $750- Lobo Leaders supplies and materials $750- ASB Leaders supplies and materials $1750- Lighthouse supplies and materials ($250 Each) $500- Peer Advisory supplies and materials $500- Business Elective supplies and materials $3500- Hacking Home Ec supplies and materials $500- Coding supplies and materials $750- Math & ELA Ignite supplies and materials $800- Art supplies and materials $900- Specialty PE supplies and materials (Dance, Wresting, Volleyball $300 Each)
Classroom Supplies	**010-1100-0**	**4310**	**00-1170**	**1000**	**006**	30,980		PE	
								Parent Involvem	$2276- Office Supplies and Materials
Office Supplies	**010-1100-0**	**4351**	**00-1170**	**2700**	**006**	4,275	Gen	School Climate	$1999 Admin Supplies
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		006				
*Other**	010-1100-0		00-1170		006				
Other Services & Operating Costs (for POs & reimbursements)									
Travel/Conference	010-1100-0	5210	00-1170	1000	006				
Conference Registration Fees	010-1100-0	5220	00-1170	1000	006				
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	006				
Maintenance Repair	010-1100-0	5610	00-1170	8100	006				
Computer Repair	010-1100-0	5611	00-1170	1000	006				
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**006**				
Consultant/Contractors	**010-1100-0**	**5815**	**00-1170**	**1000**	**006**	4,000	Gen	Parent Involvem	$4000- Copier Maintence
web subscriptions and software	**010-1100-0**	**5826**	**00-1170**	**1000**	**006**				
							Gen	Tech	$2925- IXL (150 licenses) $3844.20- Math 180 $347.36- Fountas & Pinnell LLI (RTI ELA)
Field Trip	010-1100-0	5840	00-1170	1000	006	7,117			
*Other**	010-1100-0		00-1170		006				
*Other**	010-1100-0		00-1170						
TOTAL BUDGET						**77,952**			
should match Allocation					*variance:*	0			

*Fill out with Business Office - we're happy to help

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET
FY 2026-27

SCHOOL: *QUIMBY OAK* **SITE #** 006 (*3 digits - 0##*) **ALLOCATION:** $ 7,730.00

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	006	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	006	
Substitute Teachers (*paid by site)*	060-4203-0-	1150	00-1551	1000	006	
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
*Other**	060-4203-0-		00-1551		006	
21.88% Benefits	060-4203-0-	3xx1	00-1551			
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	006	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	006	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	006	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	006	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	006	
*Other**	060-4203-0-		00-1551		006	
35.38% Benefits	060-4203-0-	3xx2	00-1551			
Supplies (for POs & reimbursements)						
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**006**	
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**006**	3,225
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**	**006**	
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**006**	
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		006	
*Other**	060-4203-0-		00-1551		006	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-4203-0-	5210	00-1551	1000	006	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	006	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	006	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	006	
Computer Repair	060-4203-0-	5611	00-1551	1000	006	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**006**	
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**	**006**	
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**	**006**	4,505
Field Trip	060-4203-0-	5840	00-1551	1000	006	
*Other**	060-4203-0-		00-1551		006	
*Other**	060-4203-0-		00-1551			
**Fill out with Business Office - we're happy to help*						
			TOTAL BUDGET			**7,730**

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

Quimby Oak Admin & Secretary Notes

Budget	Department	Decription
Title III	MATH ELA SCI SS SPED ____ ELD	$300- Per Department (Math, ELA, SCI, SS, SPED-$525) **Classroom Supplies-** Hands on content materials to foster practice of oral and written communication for EL students ____ $1500- ELD **Classroom Supplies-** Hands on content materials to foster practice of oral and written communication for EL Students
Title	ELD	Houghton Mifflin Harcourt- English 3D (1 Year Contract)

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET
FY 2026-27

pbis

SCHOOL: *QUIMBY OAK* **SITE #** **006** (3 digits - 0##) **ALLOCATION:** $ 77,787.00

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	Budget	Department	Decription
							Sup	School Culture	$3430.00- ILT Department Leadership Team **ILT- 7 staff for 7 meetings= 49 hours OT** ____ $10080.00- Lobos Ignite **9 weeks, 2 days per week, per semester- 3 hrs per week total of 144 hours OT** ____ $5040- After School Enrichment Program (72 hr OT)
Hourly Teacher	010-0159-0	1120	00-1590	1000	006	18,550			
Hourly Teacher	010-0159-0	1120	00-1590	1000	006				
Substitute Teachers (*paid by site*)	010-0159-0	1150	00-1590	1000	006				
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081				
*Other**	010-0159-0		00-1590		006				
						(The total above includes benefits.. its a total of 265 OT hours but the formula is not here so I included it there)	Sup	School Climate	Benefits
21.88% Benefits	010-0159-0	3xx1	00-1590		006				
Classified Salaries (for timesheets)									
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	006				
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	006				
Hourly Clerical	010-0159-0	2460	00-1590	2700	006				
Hourly Health Aide	010-0159-0	2950	00-1590	3140	006				
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	006				
*Other**	010-0159-0		00-1590		006				
35.38% Benefits	010-0159-0	3xx2	00-1590						
Supplies (for POs & reimbursements)									
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**006**				
							Sup	School Climate	$20117.00 Classroom Budgets ($475- Classroom teachers, $325- RSP, SDC, Band) **Classroom Supplies**- Hands on content materials and classroom supplies for students ____ $1000- PBIS Resources & Supplies ____ $1500- Campus Beautification Supplies (Window Installation) ____ $500- Lobo Advisory(iReady Incentives/Reward) $500- Student Center Instructional Supplies $1480- Wellness Wednesday Instructional Supplies(Staff Culture/Morale)
								____ Parent Involvem	
								____ SPED	$1500- Supplies for School Events for Families (BTSN, Open House, etc)
								____ PE	
								____ ELD	$5000- Supplies for School Events/Parent Involvement (Honors, etc) ____ $2000- SPED Classroom Materials & Supplies ____ $2100- PE Supplies and Materials ____ $1000- ELD Classroom Supplies and Materials _____ $5000- After School Enrichment Program
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**006**	41,697			
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**	**006**	1,030	Sup	Tech	$1030- Office Supplies (Tech closet supplies & materials)
Parts/Supplies M.O.T.	**010-0159-0**	**4365**	**00-1590**	**8100**	**006**				
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		006				
*Other**	010-0159-0		00-1590		006				
Other Services & Operating Costs (for POs & reimbursements)									
Travel/Conference	010-0159-0	5210	00-1590	1000	006				
Conference Registration Fees	010-0159-0	5220	00-1590	1000	006				
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	006				
Maintenance Repair	010-0159-0	5610	00-1590	8100	006				
Computer Repair	010-0159-0	5611	00-1590	1000	006	2,000	Sup	Tech	$2000- Computer repairs
Copier Maintenance	010-0159-0	5615	00-1590	1000	**006**				
									$5500- Professional Development PBIS/Restorative Justice/SEL ____
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**006**	11,000	Sup	School Climate	$5500- PD/Assembly staff/students
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**	**006**	3,510	Sup	School Climate	$3510- Minga
Field Trip	010-0159-0	5840	00-1590	1000	006				
*Other**	010-0159-0		00-1590		006				

Quimby Oak Admin & Secretary Notes

*Other**			010-0159-0		00-1590							
*Fill out with Business Office - we're happy to help												
					TOTAL BUDGET			**77,787**				
Statutory Benefits Calculation							*should match Allocation*					
19.10%	STRS (Certificated only)	3101					*variance:*	-				
26.40%	PERS (Classfied only)	3202										
6.20%	OASDI (CL)	331X										
1.45%	Medicare (CE & CL)	332X										
0.05%	State Unemployment (CE & CL)	350X										
1.275%	Workers Comp (CE & CL)	360X										

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

PROP 28 ART & MUSIC BUDGET
FY 2026-27

SCHOOL: *QUIMBY OAK* **SITE #** **006** **ALLOCATION:** $ **27,736.00**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-6770-0	1120	00-1110	1000	006	3,043
Substitute Teachers (*paid by site)*	060-6770-0	1150	00-1110	1000	006	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	060-6770-0		00-1110		006	
21.88% Benefits	060-6770-0	3xx1	00-1110		006	666
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-6770-0	2190	00-1110	1000	006	
*Other**	060-6770-0		00-1110		006	
35.38% Benefits	060-6770-0	3xx2	00-1110		006	-
Supplies (for POs & reimbursements)						
Books	060-6770-0	4200	00-1110	1000	006	
Classroom Supplies	060-6770-0	4310	00-1110	1000	006	
Equipment $500 -4,999 *(function depends on use*)*	060-6770-0	4400	00-1110		006	
*Other**	060-6770-0		00-1110		006	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-6770-0	5210	00-1110	1000	006	24,027
Conference Registration Fees	060-6770-0	5220	00-1110	1000	006	
Mileage Reimbursement	060-6770-0	5299	00-1110	1000	006	
Consultant/Contractors	060-6770-0	5815	00-1110	1000	006	
Field Trip	060-6770-0	5840	00-1110	1000	006	
*Other**	060-6770-0		00-1110		006	
*Other**	060-6770-0		00-1110			

*Fill out with Business Office - we're happy to help

TOTAL BUDGET **27,736**

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

Quimby Oak Admin & Secretary Notes

Budget	Department	Decription
Prop 28	Arts & Classroom	$3150- Digital Media Arts (45 hr OT) $560- Photographer for Digital Media Arts (8hr OT)
Prop 28	Arts & Classroom	$5,925- Band Supplies & Materials ____ $5,925- Art Supplies & Materials ____ $6,932- Teacher Classroom Supplies & Materials ($154 per classroom teacher x 45 teachers) ____ $5,245- Drama Supplies & Materials

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

MS EXTRA CURRICULAR BUDGET
FY 2025-26

SCHOOL:	QUIMBY OAK	SITE #	006		ALLOCATION:	$		42,700.00
			3 digits - 0##					
Certificated Salaries (for timesheets)			FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher			010-0000-0	1120	00-1250	1000	006	24,980
Substitute Teachers (*paid by site)*			010-0000-0	1150	00-1250	1000	006	
*Other**			010-0000-0		00-1250		006	
21.88%	*Benefits*		010-0000-0	3xx1	00-1250		006	5,464
Classified Salaries (for timesheets)								
Hourly Classroom Aide / Paraprofessional			010-0000-0	2190	00-1250	1000	006	
*Other**			010-0000-0		00-1250		006	
35.38%	*Benefits*		010-0000-0	3xx2	00-1250		006	-
Supplies (for POs & reimbursements)								
Classroom Supplies			**010-0000-0**	**4310**	00-1250	**1000**	**006**	3,200
Equipment $500 -4,999 *(function depends on use*)*			010-0000-0	4400	00-1250		006	
*Other**			010-0000-0		00-1250		006	
Other Services & Operating Costs (for POs & reimbursements)								
Travel/Conference			010-0000-0	5210	00-1250	1000	006	
Conference Registration Fees			010-0000-0	5220	00-1250	1000	006	
Mileage Reimbursement			010-0000-0	5299	00-1250	1000	006	
Dues & Memberships			010-0000-0	5310	00-1250	1000	006	600
Field Trip District Buses			010-0000-0	5720	00-1250	1000	006	3,000
Consultant/contractors				5815				
Field Trip			010-0000-0	5840	00-1250	1000	006	
*Other**			010-0000-0		00-1250		006	
	*Other**		010-0000-0		ALLOCATION:			5,456
Consultants/Contractors				5815			6	
						TOTAL BUDGET		**42,700**
							should match Allocation	
							variance:	-

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

Quimby Oak Admin & Secretary Notes

Budget	Department	Decription
		Coaching Stipends
		Sports Photos (8hr OT)
General	NA	Benefits
General	NA	League Fees/Dues
General	NA	Buses to games
General	NA	Referees

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

DONATION BUDGET
FY 2026-27

SCHOOL:	QUIMBY OAK	SITE #	006	ALLOCATION:	$ -

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	060-9101-0	1120	00-1715	1000	006	
Substitute Teachers (*paid by site)*	060-9101-0	1150	00-1715	1000	006	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	060-9101-0		00-1715		006	
21.88% Benefits	060-9101-0	3xx1	00-1715		006	-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-9101-0	2190	00-1715	1000	006	
*Other**	060-9101-0		00-1715		006	
35.38% Benefits	060-9101-0	3xx2	00-1715		006	-
Supplies (for POs & reimbursements)						
Books	060-9101-0	4200	00-1715	1000	006	
Classroom Supplies	060-9101-0	4310	00-1715	1000	006	
Office Supplies	060-9101-0	**4351**	00-1715	**2700**	**006**	
Equipment $500 -4,999 *(function depends on use*)*	060-9101-0	4400	00-1715		006	
*Other**	060-9101-0		00-1715		006	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-9101-0	5210	00-1715	1000	006	
Conference Registration Fees	060-9101-0	5220	00-1715	1000	006	
Mileage Reimbursement	060-9101-0	5299	00-1715	1000	006	
Consultant/Contractors	060-9101-0	5815	00-1715	1000	006	
Field Trip	060-9101-0	5840	00-1715	1000	006	
*Other**	060-9101-0		00-1715		006	
*Other**	060-9101-0		00-1715			

**Fill out with Business Office - we're happy to help*

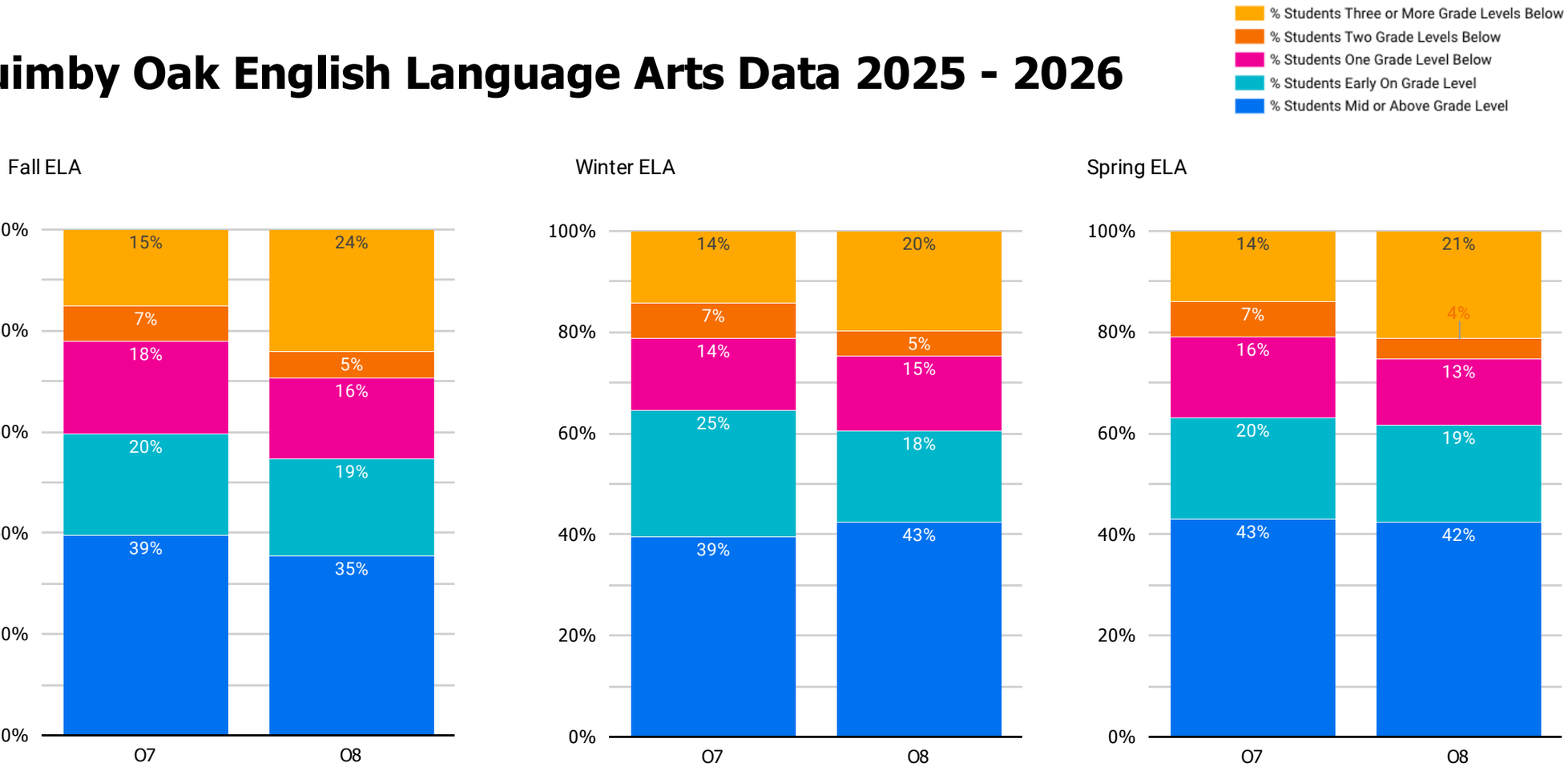
TOTAL BUDGET -

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

Quimby Oak English Language Arts Data 2025 - 2026

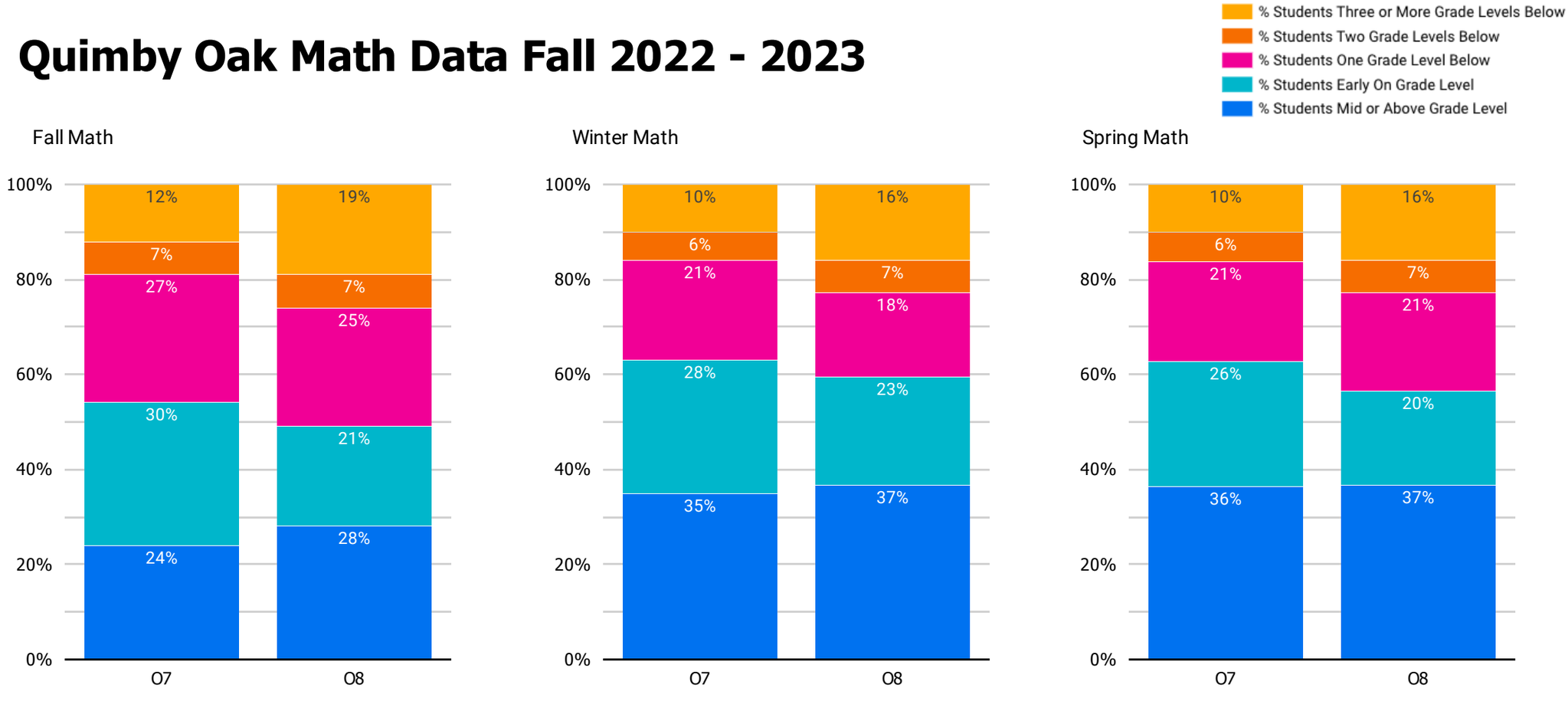


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	176	88	82	32	68
O8	154	85	72	22	107

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	177	112	65	33	62
O8	187	77	65	24	87

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	193	91	72	30	64
O8	188	82	59	19	95

Quimby Oak Math Data Fall 2022 - 2023



Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	107	134	120	32	52
O8	122	93	111	30	84

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	158	126	93	25	45
O8	162	100	78	30	69

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	163	118	93	28	47
O8	163	89	92	29	71

Parent Involvement Policy

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

1. The Quimby Oak Middle School Site Council will review schoolwide programs each spring and provide input on categorical program needs and assessment data.
2. The parents participating in the School Site Council will elect a parent representative to the District Advisory Committee (DAC). All DAC representatives will receive written notification regarding the time and location of the meetings.
3. Every November, Student-Parent-Teacher Student Led Conferences take place. The parent, student, and teachers will build and sustain a partnership to help the students achieve high standards.
4. Notices and the weekly Lobo Lowdown Newsletter will be offered in English, Spanish, and Vietnamese whenever possible. All workshops will offer translation into Spanish and Vietnamese, as needed and when available. Additional languages will be accommodated as needed.
5. An ongoing process assessing student progress during the school year and communicating with parents will occur through parent conferences, iReady Diagnostic Reports, report cards, letters, and year-end assessment reports.
6. Quimby Oak Middle School English Learners Advisory Committee (ELAC) will be formed with the majority of its parent representatives elected by parents of participating students in the ELD program. This committee will continue to involve parents with ongoing planning and evaluation opportunities for the ELL students. New members will be recruited and trained regularly to help in the decision-making process. The committee will meet a minimum of four times annually.
7. ELAC members will elect a parent representative to the District English Learners Advisory Committee (DELAC). All DELAC parent representatives will receive written notification regarding the time and location of the DELAC meetings.
8. Parents will continue to be a major part of the decision-making process during the Student Study Team, IEP, and/or 504 meetings. Parents will be requested to attend and provide input regarding their child's progress, and will help in planning strategies and activities to assure their child's success in school.
9. An annual survey will be conducted in January (when applicable) of each year that includes feedback from staff, parents, and students about the needs, concerns, and commendations of the school.
10. Parents are invited to participate in various school activities and gatherings including after school activities (sports events and dances), Academic Honors Nights (Fall and Spring), classroom exhibitions, and various parent information nights (#ICanHelp, SJPD Cyber Awareness & Drug Prevention, Back to School Night, Parent Orientation, iReady Parent Information Workshop, LSI Parent Night and Building Resilience in Middle School Students Training).

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:

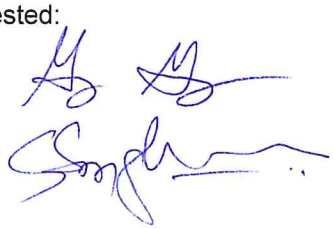
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 5/19/26.

Attested:



Principal, Ginger Gaeta on 5/19/26

SSC Chairperson, Ganesh Waghmare on 5/19/26

Timestamp	What is your curr	How safe do you	How much do yo	How much do yo	How much do yo	How much do yo	How much do yo	How much do yo	How much do yo	How often do you	Students at my s	Students at my s	Students at my s	Students at my s	Students at my s	How often do you	How often do you	How often do you	How often do you	How often do you	How often do you	How familiar are	How familiar are	I think Staff enfor	I think that suspe	How satisfied are	My school provid	How well do und	How well do und	How well do und	How well do und	My school has a	I am aware of the	The facilities and	What is something you would like to see improved regarding safety at your school?
9/3/2025 15:38:2	Quimby Oak Mid	Very safe	I hear other studi	I never hear or se	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I hear other studi	I never hear or se	I never hear or se	I never hear or se	Minimally	Minimally	Minimally	Minimally	Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Strongly agree	Strongly agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly agree						
9/3/2025 15:39:3	Quimby Oak Mid	Very safe	I see this happen	I see this happen	I see this happen	I see this happen	I never hear or se	I see this happen	I see this happen	I never hear or se	I see this happen	I never hear or se	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree						
9/3/2025 15:39:3	Quimby Oak Mid	Safe	I see this happen	I see this happen	I see this happen	I see this happen	I see this happen	I don't know.	I see this happen	I never hear or se	I hear other studi	I don't know.	Minimally	Sometimes	Sometimes	Sometimes	Minimally	Sometimes	Sometimes	Never	Minimally	Never	Never	Never	Never	Familiar	Somewhat famili	Agree	Strongly disagree	Somewhat satisfi	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree						
9/3/2025 15:39:4	Quimby Oak Mid	Safe	I hear other studi	I hear other studi	I see this happen	I see this happen	I see this happen	I never hear or se	I hear other studi	I don't know.	I don't know.	Sometimes	Never	Sometimes	Never	Never	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree	Strongly agree	Satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree	Improvements could improve traffic at pickup and dropoff, student bike lanes, incentives for carpools, wall						
9/3/2025 15:39:4	Quimby Oak Mid	Very safe	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	Never	Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Agree	Mildly disagree	Satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar		Agree	Agree	Nothing at this time.						
9/3/2025 15:39:4	Quimby Oak Mid	Somewhat safe	I see this happen	I see this happen	I hear other studi	I hear other studi	I hear other studi	I don't know.	I see this happen	I never hear or se	I hear other studi	I don't know.	Minimally	Minimally	Minimally	Minimally	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree	Strongly agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly agree	Anti-gun legislation					
9/3/2025 15:40:0	Quimby Oak Mid	Very safe	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I don't know.	I don't know.	I hear other studi	I don't know.	I hear other studi	I hear other studi	Minimally	Minimally	Minimally	Minimally	I don't know	Minimally	Never	Never	Never	Never	Never	Never	Somewhat famili	Somewhat famili	Agree	Mildly disagree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly agree	?					
9/3/2025 15:40:0	Quimby Oak Mid	Safe	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I see this happen	I see this happen	I never hear or se	I never hear or se	Minimally	Minimally	Never	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Very satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	N/A					
9/3/2025 15:40:1	Quimby Oak Mid	Safe	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I hear other studi	I hear other studi	Minimally	Minimally	Minimally	Sometimes	Sometimes	Sometimes	Never	Never	Never	Never	Never	Never	Somewhat famili	Somewhat famili	Agree	Agree	Satisfied	Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree						
9/3/2025 15:40:1	Quimby Oak Mid	Very safe	I see this happen	I never hear or se	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I hear other studi	I never hear or se	I hear other studi	I never hear or se	Sometimes	Minimally	Minimally	Sometimes	Minimally	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree	Agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree						
9/3/2025 15:40:1	Quimby Oak Mid	Very safe	I see this happen	I see this happen	I see this happen	I see this happen	I never hear or se	I hear other studi	I never hear or se	I see this happen	I never hear or se	I hear other studi	Minimally	Minimally	Minimally	Sometimes	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Satisfied	Agree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Agree							
9/3/2025 15:40:2	Quimby Oak Mid	Safe	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I hear other studi	I never hear or se	I hear other studi	Minimally	Minimally	Minimally	Minimally	Sometimes	Minimally	Never	Never	Minimally	Minimally	Never	Never	Somewhat famili	Somewhat famili	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree							
9/3/2025 15:40:2	Quimby Oak Mid	Safe	I see this happen	I see this happen	I see this happen	I see this happen	I see this happen	I see this happen	I see this happen	I see this happen	I see this happen	I see this happen	Sometimes	Minimally	Minimally	Minimally	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Satisfied	Agree	Familiar	Familiar	Familiar	Familiar	Mildly disagree	Agree	Agree							
9/3/2025 15:40:2	Quimby Oak Mid	Safe	I see this happen	I never hear or se	I hear other studi	I hear other studi	I see this happen	I see this happen	I never hear or se	I never hear or se	I hear other studi	I hear other studi	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Minimally	Sometimes	Minimally	Minimally	Minimally	Minimally	Minimally	Familiar	Familiar	Agree	Mildly disagree	Somewhat satisfi	Agree	Familiar	Familiar	Familiar	Familiar	Agree	Disagree	Agree							
9/3/2025 15:40:3	Quimby Oak Mid	Very safe	I see this happen	I never hear or se	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	Minimally	Never	Never	Sometimes	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Mildly disagree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Disagree	Strongly agree							
9/3/2025 15:40:3	Quimby Oak Mid	Safe	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I hear other studi	I never hear or se	I hear other studi	I never hear or se	I never hear or se	Sometimes	Minimally	Sometimes	Sometimes	Minimally	Never	Often	Never	Never	Never	Never	Familiar	Familiar	I don't know	I don't know	Very satisfied	Strongly agree	Familiar	Familiar	Very familiar	Very familiar	Strongly agree	Disagree	Agree							
9/3/2025 15:40:4	Quimby Oak Mid	Very safe	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	Never	I don't know	I don't know	Minimally	Minimally	I don't know	I don't know	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree	Strongly agree	Very satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly agree	Nothing I can think of						
9/3/2025 15:40:5	Quimby Oak Mid	Very safe	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I hear other studi	I don't know.	Sometimes	Minimally	Minimally	Minimally	Minimally	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Agree	Mildly disagree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	N/A						
9/3/2025 15:41:1	Quimby Oak Mid	Safe	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I see this happen	I see this happen	I never hear or se	I hear other studi	I never hear or se	I never hear or se	Sometimes	Minimally	Minimally	Minimally	Never	Never	Minimally	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree	Agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	The pod near the DO keeps getting broken into and it was a bit disappointing/ felt violating						
9/3/2025 15:41:1	Quimby Oak Mid	Safe	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I see this happen	I see this happen	I see this happen	I see this happen	I never hear or se	Sometimes	Minimally	Minimally	Sometimes	Sometimes	Minimally	Minimally	Never	Never	Never	Never	Never	Very familiar	Somewhat famili	Strongly agree	Agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree						
9/3/2025 15:41:1	Quimby Oak Mid	Safe	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I see this happen	I don't know.	I hear other studi	I never hear or se	I hear other studi	I don't know.	Sometimes	Sometimes	I don't know	I don't know	I don't know	I don't know	Sometimes	I don't know	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Agree	Agree	Satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree						
9/3/2025 15:41:1	Quimby Oak Mid	Safe	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I hear other studi	I hear other studi	I hear other studi	I don't know.	Sometimes	Sometimes	Sometimes	I don't know	I don't know	I don't know	I don't know	Sometimes	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly agree						
9/3/2025 15:41:2	Quimby Oak Mid	Very safe	I hear other studi	I never hear or se	I hear other studi	I never hear or se	I hear other studi	I never hear or se	I never hear or se	I see this happen	I never hear or se	I never hear or se	I never hear or se	I never hear or se	Minimally	Never	Never	Never	Never	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree	Strongly agree	Satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree						
9/3/2025 15:41:2	Quimby Oak Mid	Very safe	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree						
9/3/2025 15:41:3	Quimby Oak Mid	Very safe	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or see	this happening	I see this happen	I never hear or se	I never hear or se	I never hear or se	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Strongly agree	Strongly agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree						
9/3/2025 15:41:3	Quimby Oak Mid	Very safe	I hear other studi	I never hear or se	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	Minimally	I don't know	I don't know	Minimally	Minimally	I don't know	I don't know	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree							
9/3/2025 15:41:4	Quimby Oak Mid	Very safe	I hear other studi	I never hear or se	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	Minimally	Minimally	Minimally	Never	Minimally	Never	Never	Minimally	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Familiar	Very familiar	Agree	Disagree	Strongly agree						
9/3/2025 15:41:4	Quimby Oak Mid	Safe	I see this happen	I see this happen	I see this happen	I see this happen	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I never hear or se	Sometimes	Sometimes	Sometimes	Sometimes	Minimally	Minimally	Sometimes	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Mildly disagree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Disagree	Agree							
9/3/2025 15:42:0	Quimby Oak Mid	Safe	I hear other studi	I never hear or se	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I hear other studi	I never hear or se	I never hear or se	I never hear or se	Sometimes	Sometimes	Sometimes	Sometimes	Minimally	Minimally	Sometimes	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Mildly disagree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Disagree	Agree						
9/3/2025 15:42:1	Quimby Oak Mid	Safe	I hear other studi	I see this happen	I see this happen	I see this happen	I see this happen	I never hear or se	I hear other studi	I see this happen	I see this happen	I see this happen	Sometimes	Sometimes	Minimally	Minimally	Minimally	Sometimes	Minimally	Minimally	Minimally	Never	Never	Never	Never	Familiar	Familiar	Mildly disagree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly disagree	Car traffic entering and leaving school. The district needs to explore a new plan for drop offs and pickups						
9/3/2025 15:42:4	Quimby Oak Mid	Safe	I hear other studi	I never hear or se	I hear other studi	I don't know.	I don't know.	I hear other studi	I don't know.	I hear other studi	I hear other studi	I hear other studi	Sometimes	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Familiar	Familiar	Agree	I don't know	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Disagree	Agree						
9/3/2025 15:42:5	Quimby Oak Mid	Safe	I hear other studi	I don't know.	I don't know.	I don't know.	I don't know.	I don't know.	I don't know.	I see this happen	I don't know.	I don't know.	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Agree	I don't know	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree						
9/3/2025 15:43:0	Quimby Oak Mid	Safe	I don't know.	I don't know.	I don't know.	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Never	Familiar	Familiar	Strongly agree	Strongly agree	Very satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	None.					
9/3/2025 15:43:1	Quimby Oak Mid	Very safe	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I see this happen	I never hear or se	I hear other studi	I don't know.	Minimally	Never	I don't know	Minimally	Never	Never	I don't know	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree							
9/3/2025 15:43:2	Quimby Oak Mid	Very safe	I hear other studi	I see this happen	I see this happen	I see this happen	I see this happen	I never hear or se	I see this happen	I see this happen	I see this happen	I never hear or se	Minimally	Minimally	Minimally	I don't know	I don't know	Minimally	Minimally	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Satisfied	Agree	Familiar	Familiar	Familiar	Familiar	Agree	Disagree	Agree	make the gates in the back easier to get in and out...the padlock isn't smooth for exit						
9/3/2025 15:43:4	Quimby Oak Mid	Very safe	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	Sometimes	Never	Minimally	Minimally	Minimally	Never	Minimally	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Satisfied	Agree	Familiar	Familiar	Familiar	Familiar		Agree	Agree							
9/3/2025 15:44:0	Quimby Oak Mid	Very safe	I hear other studi	I never hear or se	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I hear other studi	I never hear or se	I see this happen	Sometimes	Minimally	Minimally	Sometimes	Sometimes	Sometimes	Sometimes	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	N/A					
9/3/2025 15:45:1	Quimby Oak Mid	Safe	I don't know.	I don't know.	I don't know.	I don't know.	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I never hear or se	I don't know	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat famili	Somewhat famili	Agree	I don't know	Satisfied	Agree	Familiar	Somewhat famili	Somewhat famili	Somewhat famili	Agree	Disagree	Strongly agree						
9/3/2025 15:45:3	Quimby Oak Mid	Safe	I hear other studi	I never hear or se	I see this happen	I hear other studi	I hear other studi	I never hear or se	I see this happen	I see this happen	I see this happen	I don't know.	I don't know.	Minimally	Never	I don't know	I don't know	I don't know	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	N/A						
9/3/2025 15:47:5	Quimby Oak Mid	Safe	I see this happen	I see this happen	I see this happen	I hear other studi	I hear other studi	I never hear or se	I never hear or se	I hear other studi	I see this happen	I hear other studi	I never hear or se	I never hear or se	Sometimes	Never	Never	Often	Never	Never	Never	Sometimes	Never	Minimally	Minimally	Never	Never	Very familiar	Familiar	Agree	I don't know	Satisfied	Agree	Familiar	Familiar	Familiar	Familiar	I don't know	Agree	Agree							
9/4/2025 9:45:37	Quimby Oak Mid	Somewhat safe	I see this happen	I hear other studi	I hear other studi	I hear other studi	I hear other studi	I never hear or se	I hear other studi	I see this happen	I never hear or se	I never hear or se	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Sometimes	Never	Sometimes	Never	Minimally	Sometimes	Sometimes	Familiar	Familiar	Mildly disagree	Strongly disagree	Unsatisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly disagree	Having the blacktop repaved because of the many safety hazards such as cracks and crevices. Have the	Have more secure and more efficient fencing around our campus at Quimby Oak.					