

# Quail Valley Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Quail Valley Elementary School
<b>Street</b>	37236 58th St. East
<b>City, State, Zip</b>	Palmdale, CA 93532-5461
<b>Phone Number</b>	6615337100
<b>Principal</b>	Carol Black
<b>Email Address</b>	cblack@palmdalesd.org
<b>School Website</b>	<a href="https://www.palmdalesd.org/Page/4472">https://www.palmdalesd.org/Page/4472</a>
<b>County-District-School (CDS) Code</b>	19 64857 6115273

## 2022-23 District Contact Information

<b>District Name</b>	Palmdale Elementary School District
<b>Phone Number</b>	661-947-7191
<b>Superintendent</b>	Raul Maldonado
<b>Email Address</b>	DJNardi@palmdalesd.org
<b>District Website Address</b>	<a href="http://www.palmdalesd.org">www.palmdalesd.org</a>

## 2022-23 School Overview

The mission of Quail Valley is: Every Student, Every Day, Whatever it Takes!  
Our Vision is Quail Valley: safe, nurturing, and positive environment where teachers and parents empower students to be active learners and creative thinkers.

Quail Valley is one of 27 schools in the Palmdale School District. It is a K-5 school located at Avenue S and 58th Street East. The school population is very diverse in its educational background, economic, cultural, and social characteristics. Our population is approximately 496 students with 74% of the population Hispanic or Latino, 19% African American and 7% other. It is a walking school with bus services limited to Special Education students only. Quail Valley is a School-wide Title 1 school with 91% of students on free or reduced lunch. 28% of our student population has been identified as Limited English Proficient. The predominant language spoken by our bilingual students is Spanish. All of our teachers have their CLAD or SDAIE certification. Quail Valley is in Program Improvement, Year 5. Our school implemented the Breakfast in the Classroom program in the 2014-15 school year.

Our school has 1 Principal, 1 Assistant Principal, 17 regular classroom teachers, 3 Special Day Class teachers, 1 Learning Support Teacher, 2 Resource Specialists, 1 Speech Pathologist, 1 Psychologist, 1 Secretary, 1 Health Aide, 1 Parent Liaison 1 Media Technician, 1 half-time Librarian, and 1 half -time Bilingual Clerk.  
Our campus houses a Makerspace lab, library, teacher workrooms, teachers' lounge, cafeteria with stage, media center, office area, health room, sports pavilion, a learning garden, and 12 manufactured buildings.

Quail Valley prepares students for the "21st Century". We ensure that students acquire the skills for accessing, processing, and communicating information that enables and inspires them to become life-long learners with the ability to adjust to a rapidly changing world. Quail Valley is a technologically advanced school that integrates technology into the curriculum. Every classroom has student computers, a Promethean board, and technology to support Airplay for teacher's ipads. In grades TK-K, every student has an ipad, and in 1-5 every student has a chrome book to be used for educational purposes. Technology is as common to the process of education as pencil and paper. Students, staff, parents, and the community contribute and utilize their combined talents and resources to implement this integration. Technology is a tool that supports and enhances curriculum and student achievement. Technology assists our students in going above and beyond the limitations of traditional teaching in the classroom.

Our Vision is: Every Student Every Day, Whatever it takes!

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	58
Grade 2	80
Grade 3	87
Grade 4	89
Grade 5	94
Total Enrollment	490

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.6
Asian	0.4
Black or African American	18.4
Filipino	1.0
Hispanic or Latino	74.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.2
White	4.3
English Learners	21.6
Foster Youth	2.9
Homeless	0.0
Migrant	0.6
Socioeconomically Disadvantaged	96.1
Students with Disabilities	15.9



**A. Conditions of Learning**

**State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.80	94.52	740.50	82.02	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.50	1.28	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	26.70	2.97	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	73.80	8.18	12115.80	4.41
<b>Unknown</b>	1.10	5.43	50.10	5.56	18854.30	6.86
<b>Total Teaching Positions</b>	21.00	100.00	902.80	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.80	94.15	738.10	81.83	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.90	1.88	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.55	61.30	6.80	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	58.20	6.46	11953.10	4.28
<b>Unknown</b>	1.00	5.25	27.30	3.03	15831.90	5.67
<b>Total Teaching Positions</b>	20.00	100.00	902.00	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.10

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.40
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

### 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.

<b>Year and month in which the data were collected</b>	November 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 ELA/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017	Yes	0
<b>Mathematics</b>	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0

<b>Science</b>	K-8: Amplify Science 2020	Yes	0
<b>History-Social Science</b>	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
<b>Foreign Language</b>	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

### School Facility Conditions and Planned Improvements

A priority of Quail Valley School is to provide a safe, secure, and clean environment for learning. It is our goal to maintain our classrooms and restrooms in a clean and orderly manner. Teachers and staff make every effort to keep students safe on school grounds before, during, and after the school day. Our custodial staff performs basic cleaning operations in each classroom and other school facilities every day. We take pride in keeping our school grounds and buildings maintained on a regular basis. Our staff monitors the hallways and restrooms throughout the school day. The district's goal is to make necessary repairs as quickly as possible to keep the facilities safe and in working condition. A work order process is in place to assist in providing these services. We are proud of the excellent condition of our campus.

**Year and month of the most recent FIT report**

June 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	29	N/A	29	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	20	N/A	14	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	276	276	100.00	0.00	28.62
<b>Female</b>	132	132	100.00	0.00	32.58
<b>Male</b>	144	144	100.00	0.00	25.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	51	51	100.00	0.00	27.45
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	206	206	100.00	0.00	27.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	68	68	100.00	0.00	17.65
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	263	263	100.00	0.00	29.66
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	68	68	100.00	0.00	2.94

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	276	276	100.00	0.00	19.57
<b>Female</b>	132	132	100.00	0.00	15.15
<b>Male</b>	144	144	100.00	0.00	23.61
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	51	51	100.00	0.00	15.69
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	206	206	100.00	0.00	18.93
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	68	68	100.00	0.00	16.18
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	263	263	100.00	0.00	19.77
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	68	68	100.00	0.00	4.41

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	12.5	NT	13.34	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	96	96	100	0	12.5
<b>Female</b>	42	42	100	0	7.14
<b>Male</b>	54	54	100	0	16.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	19	19	100	0	5.26
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	73	73	100	0	15.07
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	22	22	100	0	9.09
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	94	94	100	0	12.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	28	28	100	0	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.96	98.96	98.96	97.92	97.92

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

Quail Valley encourages parents to actively participate in the Parent Teacher Organization (PTO), School Site Council (SSC), African-American Parent Advisory Council (AAPAC), and English Learner Advisory Council (ELAC). These groups meet on a regular basis and provide vital support and feedback which aids Quail Valley in meeting the needs of all students. The PTO is led by a President and consists of board members including parents and school staff. The PTO provides our community the opportunity to support and participate in the functions and activities of the school. Active participation in the decision making process of Quail Valley occurs when parents join SSC, AAPAC, or ELAC. The principal holds monthly Coffee with the Principal meetings in an open forum for parents to express concerns, Parents are informed of school functions through Parent Square which communicates information in both English and Spanish and through Class Dojo. Three family nights are available for families to attend each year. Parent workshops around school issues and family support issues are held at the school on a regular basis depending on parent need. District parent workshops are also available to Quail Valley parents. Parent Empowerment Classes, Latino Literacy, and parent workshops are offered in the Parent Center in person and virtually. Parents are also encouraged to assist teachers, and volunteer in the classroom.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	574	543	174	32.0
Female	260	246	79	32.1
Male	314	297	95	32.0
American Indian or Alaska Native	5	5	2	40.0
Asian	2	2	0	0.0
Black or African American	116	101	35	34.7
Filipino	5	5	0	0.0
Hispanic or Latino	413	398	130	32.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	10	9	3	33.3
White	22	22	4	18.2
English Learners	121	117	25	21.4
Foster Youth	24	20	8	40.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	540	515	170	33.0
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	108	101	36	35.6

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.51	4.30	2.45
<b>Expulsions</b>	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	1.57	0.06	5.41	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.11	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.57	0.00
<b>Female</b>	0.77	0.00
<b>Male</b>	2.23	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	4.31	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.48	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	9.09	0.00
<b>English Learners</b>	0.83	0.00
<b>Foster Youth</b>	4.17	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.48	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.70	0.00

## 2022-23 School Safety Plan

Our Emergency Preparedness Plan addresses actions and procedures that might occur during a major disaster, school fire, school intrusion, and other incidents that require quick and decisive action. Practice and briefings to teachers, staff, and students on these procedures occur on a regular basis. The Emergency Preparedness Plan is reviewed and updated regularly. Copies of The Emergency Preparedness Plans are available on the QV Staff Hub for reference to every staff member. Due to the pandemic and in response to COVID-19, all staff were mandated to complete COVID-19 Target Solutions. Staff must adhere to school safety protocols while on campus. Parents visiting the lobby answer 4 questions to screen for possible exposure. The Emergency Preparedness Plan was most recently reviewed and revised in February 2022.

## D. Other SARC Information Information Required in the SARC

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		24	
1	26		21	
2	27		21	
3	24	7	21	
4	26	7	21	
5	25	7	28	

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	17	7	
1	27		21	
2	26		21	
3	22	7	14	
4	25	7	21	
5	27	7	21	
Other	26		7	



## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30	3		14
1	29		14	
2	27		21	
3	22	14	14	
4	22	14	14	
5	23	7	21	

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10,228	\$757	\$9,471	\$84,548
<b>District</b>	N/A	N/A	\$3,294	\$83,539
<b>Percent Difference - School Site and District</b>	N/A	N/A	96.8	1.2
<b>State</b>	N/A	N/A	\$6,594	\$87,271
<b>Percent Difference - School Site and State</b>	N/A	N/A	35.8	-3.2

## 2021-22 Types of Services Funded

Resource - Instructional program for students based on individual learning needs of qualifying students based on an Individual Education Plan (IEP).

Adaptive PE - Modified Physical Education Program based on individual physical needs of qualifying students based on an Individual Education Plan (IEP).

Speech - Instructional program for speech and language development based on individual needs of qualifying students based on an Individual Education Plan (IEP).

Special Day Class (SDC) - Special Education Services are delivered in a self-contained classroom for the majority of the day. Individual students are mainstreamed to regular education programs as appropriate and specified in an Individual Education Plan (IEP).

GATE - Gifted and Talented Education for identified students.

Title 1 - Targeted academic assistance for students identified at-risk in the areas of reading and/or math

Migrant Education - Supplemental education services for students whose families qualify as migrant.

Foster Students - Supplemental education services for students identified as living in Foster Families.

Learning Academy - Targeted assistance program during the school day that provides additional learning opportunities for all students.

Extended Learning Opportunities - Before or after school programs that are available to students for remediation, Folklorico, STEP dance, Gardening Club, tutoring film production, and Lego Robotics.

Science Olympiad, Latino and Black Knowledge Bowls, PE Olympiad, and Cyberquest

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,652	\$52,641
<b>Mid-Range Teacher Salary</b>	\$80,869	\$83,981
<b>Highest Teacher Salary</b>	\$113,227	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$126,034	\$136,247
<b>Average Principal Salary (Middle)</b>	\$130,843	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$251,125	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	28%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Teachers meet weekly within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities.

Conference attendance, virtual or in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	25	25	25