



# Quail Glen Elementary School

## 2011-12 School Accountability Report Card

**Collette Presley,  
Principal**

**School Address:  
1250 Canevari Dr.  
Roseville, CA 95747**

**916-789-7100**

**Dry Creek Joint  
Elementary School  
District**

**Mark Geyer,  
Superintendent**

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**[www.drycreek.k12.  
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### **Board of Trustees**

The Dry Creek Joint Elementary School District is governed by the following Board of Trustee Members: Jeffrey Holland, Diane Howe, Scott Otsuka, Tracy Pittman, and Jeff Randall.

### **Principal's Message**

Welcome to Quail Glen Elementary School where students, staff and parents work together as a team to create a safe and orderly learning environment for all students in kindergarten through fifth grade. Quail Glen Elementary School is one of seven elementary schools in the Dry Creek Joint Elementary School District.

Quail Glen Elementary School is located in West Roseville, California. Currently there are 611 students in grades kindergarten through fifth. The teacher pupil ratio is 34:1 in grades 4-5 and 26:1 in grades kindergarten through third. Students in grades 4-5 who are in the GATE program are placed in GATE cluster classrooms. Quail Glen is also the host site for three Placer County Office of Education classrooms and two preschool SDC programs.

Our school staff is dedicated to provide Quail Glen students with a safe, nurturing, and challenging learning environment. Teachers work together in grade level teams to develop rigorous curriculum that meets or exceeds state standards. All students in grades 1-5 receive trimester report cards as a method of communicating progress toward meeting grade level standards. Students in grades 4 and 5, and their parents, can access grades online 24/7 through PowerSchool.

The parents of Quail Glen students are deeply involved and interested in their child's education. The Parent Teacher Association sponsors school wide events such as the annual "Thank You Dance" celebration and the "End-of-the-Year Carnival." The School Site Council functions as a collaborative role in planning school wide activities. Parents volunteer in classrooms daily. The Art Docent and Musi Mentor programs are maintained by parent volunteers.

Quail Glen is a California Distinguished School and prides itself on focusing on student achievement. Students engage in a rigorous curriculum in a safe learning environment.

### **Mission Statement**

The mission of Quail Glen Elementary School is to:

Establish high expectations academically and behaviorally for all Quail Glen students, encouraging each to reach their fullest potential.

Meet the unique academic, personal and social needs of each Quail Glen student, providing them every opportunity for success.

### **School Profile**

Dry Creek School opened as a land grant school in 1876. For over one hundred years the Dry Creek District was a one school district. The District enrollment has grown from a few hundred students to over 7,000. Tremendous enrollment growth starting in the late 1980's has caused the Dry Creek School District to undergo significant changes.

As a result of this extensive growth, the Dry Creek School District established new boundaries in January 1994 and the Quail Glen Elementary School community was identified. In July of 1994, Quail Glen Elementary School opened a Year-Round School housed on the Dry Creek Elementary School campus.

In June of 1995, as a result of a successful General Obligation Bond election, construction began on the new Quail Glen Elementary School in West Roseville. In July of 1996, the new school opened with approximately 600 students. In the 2002-03 school year, the District school calendar changed to a traditional, single-track. In November 2012, there were 611 Quail Glen students enrolled for the 2012-13 school year.

In 1996/97, Quail Glen School implemented Class Size Reduction of first and second grade. In July of 1998, students in kindergarten and third grade were also reduced. Currently, all kindergarten - third grade classes are now reduced to 26:1. Fourth and fifth grade classes size ratio is 34:1.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	2.1%
American Indian	-
Asian	4.4%
Filipino	3.1%
Hispanic or Latino	13.0%
Pacific Islander	0.2%
White	69.3%
Two or More	7.2%
None Reported	0.7%

## Discipline & Climate for Learning

Quail Glen utilizes a school wide plan for promoting positive behavior. This plan is provided to all families at the beginning of the year in the Student/Parent Handbook, and is available on the school website. In addition to the Parent/Student Handbook, a monthly newsletter is sent home that outlines upcoming events and highlights student accomplishments. There are a variety of programs at Quail Glen that provide intervention, and enrichment. A number of school clubs and leadership opportunities available for students. These include: cross country, chess, student council, musical theater, crossing guards, and conflict managers.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	8	7	0	440	360	402
Suspension Rate	1.2%	1.1%	0.0%	6.1%	5.1%	5.7%
Expulsions	0	0	0	5	6	6
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
K	80	92	82
1st	121	97	93
2nd	105	108	87
3rd	104	104	118
4th	135	110	111
5th	133	129	118

## Enrollment By Program

During the 2011/12 school year 439 students were enrolled at Quail Glen Elementary, of which 12% were students with disabilities, 6% were English Learners, and 15% were socioeconomically disadvantaged.

## Class Size

Average class sizes vary by grade level. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	10	11	12	10	11	12	10	11	12			
By Grade Level												
K	20	23	21	3	2	2	1	2	2	-	-	-
1	21	24	23	3	-	-	3	4	4	-	-	-
2	21	24	22	1	-	4	4	4	-	-	-	-
3	21	23	24	-	-	-	5	5	6	-	-	-
4	34	34	34	-	-	-	-	-	-	4	3	3
5	33	34	32	-	-	-	2	-	4	2	4	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. The Dry Creek District began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2009-10	2010-11	2011-12
K	75%	50%	50%
1	50%	0%	0%
2	20%	0%	100%
3	0%	0%	0%

## Instructional Time (includes Minimum days)

For 2011-2012 school year, all schools in the Dry Creek Joint Elementary School District offered 180 days of instruction, comprised of 170 regular days. The additional 10 minimum days were utilized for: Parent Teacher Conferences, Staff Development, and last day of school. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,900
1st	50,400	51,300
2nd	50,400	51,300
3rd	50,400	51,300
4th	54,000	54,700
5th	54,000	54,700

## Substitute Teachers

The Dry Creek Joint Elementary School District is fortunate to have an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Quail Glen Elementary School. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the site administrator assumes the role of substitute. Many substitute teachers transition to long-term substitute and regular full-time jobs in our district.

## Teacher Assignment

Dry Creek Joint Elementary School District recruits and employs the most qualified credentialed teachers.

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	38	26	26	306
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2010/11 school year, the most current data are reported.

Misassignments/Vacancies			
	10-11	11-12	12-13
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

## Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-2006 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.8%	0.2%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.6%	0.4%

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

## School Leadership

Leadership at Quail Glen Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. In the 2011-12 school year, leadership duties were assumed by principal Collette Presley.

Principal Collette Presley has many years of experience in education with 23 years of experience as a classroom teacher in a variety of grade levels and 6 years in school administration. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: School Leadership Team and School Site Council.

## Staff Development

The district's vision for continuous improvement in student achievement is realized through strong and vital professional learning communities that empower and enable individuals to work within established boundaries in a creative and autonomous way. A Professional Learning Community creates school-wide systems of support for all students to ensure that learning does occur.

In a Response to Instruction and Intervention model we understand that a three tiered structured approach can guide us in our efforts to ensure that all students learn. The first tier of support or intervention comes through a solid instructional core program that provides every student with access to core content, differentiation based on need and quality descriptive feedback through formative assessment that guides and supports student learning.

In an effort to continue building an excellent core program in the Dry Creek Joint Elementary School District this school year, professional development days as well as school site, job-embedded learning will occur related to the following topics:

- A continued practice of developing as a Professional Learning Community
- Focused reading and discussion on the importance of Quality Core Instruction as a critical element of a strong Tier I response to instruction and intervention
- Response to Intervention
- Explicit Direct Instruction Lesson template design and delivery
- In depth examination of the Common Core Standards K-8
- Common summative and formative assessment work
- Develop and deepen knowledge of scheduling assessments and identifying useful reports in Data Wise

## Teacher Evaluation

All non-tenured teachers in the District are evaluated annually in accordance with the procedures and criteria in the negotiated bargaining unit contract. Tenured teachers are evaluated every two years in accordance with the procedures and criteria in the negotiated bargaining unit contract. Teachers have ongoing opportunities to receive instruction in classroom strategies and educational research. Administrators within the District have been trained in supervision practices. Beginning Teachers Support and Assessment (BTSA) support providers work with teachers new to the District, as well as, provide in-service support.

## Counseling & Support Staff (School Year 2011-12)

It is the goal of Quail Glen Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Quail Glen Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
District Nurse	1	.2
Health Clerk	1	.3
Instructional Assistants	2	1.125
Library Technician	1	.5
RSP/SDC Teacher	1	1
School Psychologist	1	.2

## Individualized Instruction

When students have been identified as having special needs, schools provided specialized supports and services which are specifically designed to meet the student's individual needs through the Individual Education Program (IEP) process. Specialized supports and services are provided by the District's highly qualified special education staff, which includes special education teachers, speech-language pathologists, occupational therapists, an adapted PE teacher and instructional assistants. Academic supports, in conjunction with quality core instruction are provided through the District's learning centers and special day class programs.

## At Risk Interventions

Quail Glen Elementary School provides intervention programs for students not meeting grade level standards.

## English Language Learners

All district classroom teachers are certified to teach English Learner (EL) students.

## GATE

The District GATE program provides opportunities to children who give evidence of high performance capability in the areas of intellectual ability, high achievement or specific academic ability. Program services are offered through cluster groups in grades 4-8 and on an individual basis in grade 3. The program is planned and organized as an integrated differentiated learning experience within the regular school day.

Curriculum differentiation is a broad term referring to practices in the classroom that create appropriately different learning experiences for different students. Some types of differentiation that students and parents may experience include the following:

- Accelerating or compacting already mastered material from the existing curriculum
- Adding new content, strategies and products or project expectations to existing curriculum

The California Association for the Gifted as well as the California State Department of Education has organized differentiation for the gifted into four areas: ACCELERATION/PACING, DEPTH, COMPLEXITY and NOVELTY.

The district completed five years of training for teachers interested in acquiring their GATE Certification. The training covers required areas established by the State of California to include identification, characteristics of GATE students, and differentiated instructional strategies within the four key domains.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Quail Glen Elementary at (916) 789-7100.

For more information regarding the Dry Creek Joint Elementary School District and/or Quail Glen Elementary School, please check the District website at [www.drycreek.k12.ca.us](http://www.drycreek.k12.ca.us).

## Instructional Materials (School Year 2012-13)

Dry Creek Joint Elementary held a public hearing on September 6, 2012 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. In grades 6-8 each student receives a text book to keep at home and has a class set of textbooks to use at school. Online access to textbooks is also an available option for mathematics in grades six through eight. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site and the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Science	Pearson Scott Foresman	2007	Yes	0.0%
K-5	Mathematics	Houghton Mifflin-California Math	2009	Yes	0.0%
K-5	Reading/ Language Arts	Reading *California* - Houghton Mifflin	2004	Yes	0.0%
K-3	Science	Delta Education: Foss	2008	Yes	0.0%
4th-5th	Science	Delta Education: Foss	2007	Yes	0.0%

## Library Information

The school's library, staffed by a Library Media Technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes. Ebooks are also available to teachers and students. Several computer workstations within the library are connected to the Internet so students are able to access resources and information online. Students may also take Accelerated Reading quizzes while in the library and check out reading material that is at their reading level. Parents may also check out resources.

## Computer Resources

All classrooms have at least one teacher computer and two student computers or netbooks that are connected to the Internet. Quail Glen also has one computer lab with at least 34 computers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students visit the computer lab weekly.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Roseville and Antelope, which contain numerous computer workstations.

## Curriculum Development

All curriculum development in the Dry Creek Joint Elementary School District is based on the California State Content Standards and Frameworks. Curriculum is regularly updated through the instructional materials pilot and adoption process facilitated by the District Office. Teacher pilot teams ensure that selected curriculum is aligned with grade level standards, district goals, the statewide assessment system and locally developed assessments.

## Parent Involvement

It is the goal of Quail Glen School to actively involve parents in the development, implementation and evaluation of school programs and activities. Parents are informed of opportunities for involvement through the use of a monthly school newsletter and regular e-mail reminders. Annually, parent goals are developed that provide parents a challenging way to support the school's academic area of focus. A parent survey is annually coordinated through the School Site Council. Results are used to identify strengths and areas needing improvement. Parents at Quail Glen play a vital role in the success of the school. Parents receive information about grade level standards through standards brochures and report cards distributed at Back-to-School Night and sent home to those who were unable to attend. A variety of opportunities are available for parents to participate in policy and governance committees that include; School Site Council, GATE Advisory Committee, Prevention Advisory Committee and PTA. Parents donate thousands of dollars annually to our PTA and the school in general.

Each year community presentations during School Site Council meetings are provided in an effort to increase parent involvement and improve understanding about district and school-wide programs and activities. Presentation topics include; STAR testing results, API results, district standards development, intervention, school budget, GATE, ELL program, school programs and curriculum and School Activities Updates. The PTA highlights upcoming events and takes sign-ups for volunteers. Annually more than three hundred parents volunteer for PTA events. Parent education programs are also provided that are designed to help parents become more successfully involved in their child's education. Parent education topics have included; Love & Logic, Art Docent and Music Mentor trainings. Parents and struggling students are also encouraged to attend Student Success Team (SST) meetings to discuss their child's progress and participate in the development of action plans designed to assist students in becoming more successful in school.

## School Facilities

Quail Glen Elementary was built and constructed in 1996. The school facilities include; a multipurpose room utilized for eating and a variety of school/community functions, a school library, a computer lab, outdoor amphitheater area, and a large playing field that is used by the community for organized sports. Routine and scheduled maintenance are conducted as needed and per product manufacturers' specifications. Site staff typically generates work orders using a web based work order system and are addressed in an expedient manner.

The District maintains its school buildings through school site custodial staff and the district maintenance department. Any and all safety issues are dealt with in a timely manner. Student safety is always a high priority of the district and school site staff. Specific procedures have been developed to assist with before and after school traffic. A safety plan and crisis response plan provides site staff with guidelines for action should an event occur.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

## Safe School Plan

Safety of students and staff is a primary concern of Quail Glen Elementary. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on December 11, 2012 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff/principal and classified staff/principal supervise students during lunch. There is a designated area for student drop off and pick up. Classified staff help with supervision during lunch and break periods. Visitors must sign in at the front office when visiting the school and indicate the reason for their visit.

School Facility Conditions				
Date of Last Inspection: 10/29/2012				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Damaged Ceiling Tile in Rm 19. Stained Ceiling Til in Rm 14
Stained Ceiling Til in Rm 14				
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			No fire extinguisher in Rm 26. No label on bottle/clorox spray bottle
Structural (Structural Damage, Roofs)	X			Need to replace 1 or 2 sheets of siding on Rms 30-34. Replace 2 sheets of siding.
External (Grounds, Windows, Doors, Gates, Fences)	X			

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	80	82	84	69	70	72	52	54	56
Mathematics	84	85	89	66	67	68	48	50	51
Science	94	88	92	77	79	80	54	57	60
History/Social Science	*	*	*	63	70	68	44	48	49

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	72	68	80	68
School	84	89	92	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	95	100	*	*
Filipino	93	100	*	*
Hispanic or Latino	69	80	88	*
Pacific Islander	*	*	*	*
White	85	89	92	*
Males	84	89	91	*
Females	83	88	94	*
Socioeconomically Disadvantaged	74	82	88	*
English Learners	83	91	*	*
Students with Disabilities	59	74	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2011-2012
Year in PI (2012-13)	-	Year 2
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	40.00%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	10	10	9
Similar Schools	9	8	7
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	11	-5	14
White			
Actual API Change	2	-	13

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	419	930	5,460	866	4,664,264	788
Asian	19	980	447	879	404,670	905
Filipino	14	982	149	905	124,824	869
Hispanic or Latino	51	872	884	821	2,425,230	740
White	291	930	3,332	880	1,221,860	853
Two or More Races	30	962	306	877	88,428	849
Socioeconomically Disadvantaged	62	876	1,896	814	2,779,680	737
English Learners	25	935	977	821	1,530,297	716
Students with Disabilities	53	815	701	739	530,935	607

## Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Physical Fitness (School Year 2011-12)

In the spring of each year, Quail Glen Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	34.5%	20.7%

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on 2010-2011 financial statements.

Average Teacher Salaries	
School & District	
School	\$68,607
District	\$65,271
Percentage of Variation	5.11%
School & State	
All Elementary School Districts	\$69,404
Percentage of Variation	-1.15%

## Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$35,180	\$41,246
Mid-Range Teachers	\$61,397	\$67,400
Highest Teachers	\$82,139	\$85,481
Elementary School Principals	\$98,179	\$107,739
Middle School Principals	\$106,632	\$111,540
High School Principals	-	\$110,146
Superintendent	\$160,583	\$180,572
Salaries as a Percentage of Total Budget		
Teacher Salaries	48.2%	42.2%
Administrative Salaries	5.8%	5.5%

## Data Sources

Data within the SARC was provided by Dry Creek Joint Elementary School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## District Expenditures (Fiscal Year 2010-11)

Dry Creek Joint Elementary spent an average of \$ 6600 to educate each student, based on 2010-11 FY audited financial statements.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,807
From Supplemental/Restricted Sources	\$1,261
From Basic/Unrestricted Sources	\$3,546
District	
From Basic/Unrestricted Sources	\$1,329
Percentage of Variation between School & District	
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-35.00%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Medi-Cal Administrative Activities
- Title I, Part A (Educationally Disadvantage Students)
- Title 2, Part A (Improving Teacher Quality)
- Title 2, Part A (Language Instruction for Limited English Proficient Students)
- Title 2, Part D (Enhancing Education through Technology - EETT)
- Title 5, Part A (Innovative Education Strategies)
- Title 5, Homeless
- Title 5 Homelees ARRA
- Title III (Limited English Proficient Student Program)
- Title IV (Drug Free)
- English Language Acquisition Program (ELAP) Student Assistance
- Lottery: Instructional Materials
- School Safety & Violence Prevention
- Arts & Music Block Grant
- Arts, Music, and Physical Education
- Supplemental School Counseling Program (Middle & High School)
- Economic Impact Aid (EIA): English Learner or Limited English Proficient
- Gifted & Talented
- Home to School Transportation
- School & Library Improvement Block Grant
- Targeted Instructional Improvement
- Staff Development, Principal Training
- Peer Assistance & Review