



QUARRY TRAIL ELEMENTARY SCHOOL

Rocklin Unified School District
School Plan for Student Achievement
2022-2023



School Mission

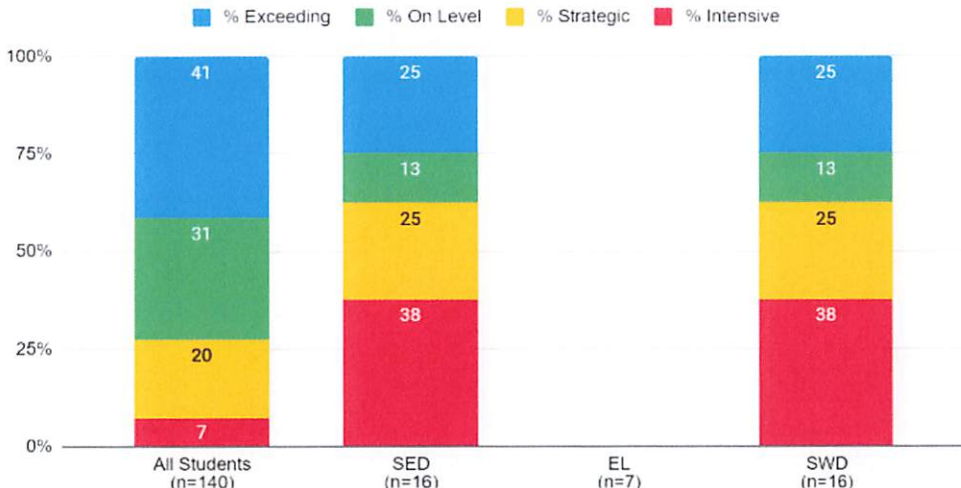
- The mission of Quarry Trail Elementary School, an innovative and inclusive leader in education, is to empower all students to be compassionate and successful global citizens through a system distinguished by academic excellence, dual language education, sociocultural competence, social-emotional learning, and strong family and community partnerships.
- Dual Language Education at Quarry Trail Elementary School will ensure all students have equitable access to educational excellence. We will provide rigorous, relevant, and culturally competent dual-language instruction in Spanish and English to ensure students reach high levels of academic achievement, bilingualism, biliteracy, and sociocultural competence. We are committed to the integration of rich opportunities for our students, families, staff, and community to experience and honor multilingualism and culture.

School Description

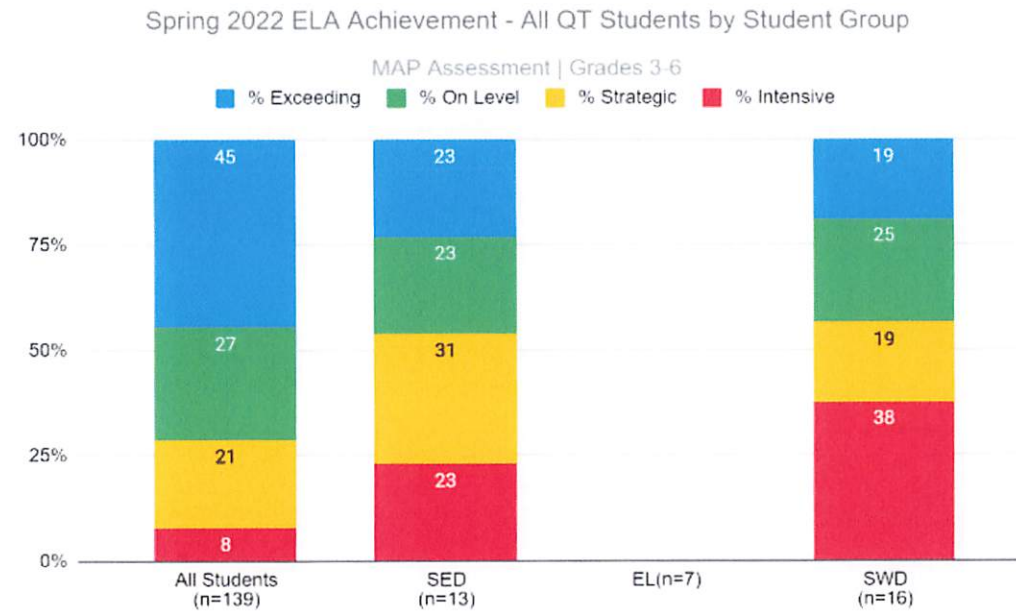
Quarry Trail Elementary School is one of eighteen schools in the Rocklin Unified School District. The school serves students in pre-kindergarten through sixth grade, with an enrollment of approximately 560. The school is located in Whitney Ranch in a new and supportive community that expresses its values toward education through a high level of parent participation. Quarry Trail Elementary School opened this school year and is the newest school in the District. Mrs. Melanie Patterson is the Principal and Mr. Roger Stock is the District Superintendent. The school staff strives to provide an exemplary learning environment. Academic achievement is certainly the primary focus of the school, but the staff also operates on the principle that a caring environment fosters self-esteem and individual development and is the best road toward achieving a well-rounded education. At Quarry Trail, students are able to participate in educational excellence through dual language education in Spanish and English. This school year we offer one Transitional Kindergarten Dual Language class with 24 students and two Kindergarten Dual Language classes with 47 students. Each year one grade level will be added to the Dual Language offering until there are classes in grades TK-6.

Our school-wide Positive Behavioral Intervention and Supports (PBIS) model focuses on ensuring Broncos are respectful, responsible and ready! Quarry Trail Elementary School welcomes the direct involvement of the community in our efforts. By working together, parents and staff create a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem. Parents play very important roles in Quarry Trail Elementary School through their active participation and involvement in the School Site Council and the Parents/Teacher Club (PTC). Parents and community members regularly volunteer their services in the classrooms and the library.

Comprehensive Needs Assessment

Identified Needs	Relevant Data																									
<ul style="list-style-type: none">● Increase student performance in ELA and Math for all students by 3% and for students with disabilities (SWD) and socio-economically disadvantaged (SED) student groups by 6%.● Increase the % of all students meeting annual growth targets in ELA and Math by 10%.● For students receiving targeted intervention, increase the % meeting standards on the MAP assessment in ELA and Math by 30%.● For students receiving targeted intervention, increase the % meeting annual growth targets in ELA and Math by 20%.	<p>In Fall 2022, on the Measures of Academic Progress (MAP) assessment, the % of all students who met and exceeded standards in ELA and Math by grade level is as follows:</p> <p>3rd grade: ELA 73%, Math 77%</p> <p>4th grade: ELA 73%, Math 69%</p> <p>5th grade: ELA 85%, Math 79%</p> <p>6th grade: ELA 78%, Math 63%</p> <p>Achievement of All Students & by Demographic Student Group (Grades 3-6) - SITE Spring 2022</p> <p>QT Spring 2022 Math Achievement - All Students by Student Group</p> <p>MAP Assessment Grades 3-6</p>  <table><tr><th>Student Group</th><th>% Exceeding</th><th>% On Level</th><th>% Strategic</th><th>% Intensive</th></tr><tr><td>All Students (n=140)</td><td>41</td><td>31</td><td>20</td><td>7</td></tr><tr><td>SED (n=16)</td><td>25</td><td>13</td><td>25</td><td>38</td></tr><tr><td>EL (n=7)</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>SWD (n=16)</td><td>25</td><td>13</td><td>25</td><td>38</td></tr></table>	Student Group	% Exceeding	% On Level	% Strategic	% Intensive	All Students (n=140)	41	31	20	7	SED (n=16)	25	13	25	38	EL (n=7)	0	0	0	0	SWD (n=16)	25	13	25	38
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Achievement of All Students & by Demographic Student Group (Grades 3-6) - SITE Spring 2022



The percentage of all students who met or exceeded the target growth goal on the MAP assessment in Fall 2022 are as follows:

3rd Grade: ELA 54% Math NA
 4th Grade: ELA 66% Math 76%
 5th Grade: ELA 71% Math 80%
 6th Grade: ELA 60% Math 65%

The percentage of students receiving targeted intervention in reading or math during Session 1 in Fall 2022 who met and exceeded standards in ELA and/or Math on the MAP assessment:

3rd Grade: ELA 0% (22 students)
 4th Grade: ELA 8% (24 students), Math 71% (17 students)
 5th Grade: Math 0% (13 students)
 6th Grade: Math 0% (12 students)

	<p>The percentage of students receiving targeted intervention in reading or math during Session 1 in Fall 2022 who met and exceeded the target growth goal in ELA and Math on the MAP assessment:</p> <p>3rd Grade: ELA 30%</p> <p>4th Grade: ELA 50%, Math 82%</p> <p>5th Grade: Math 43%</p> <p>6th Grade: Math 56%</p>
<ul style="list-style-type: none"> Establish assessment data to ensure fidelity of Dual Language Education in all three pillars of high quality DL Immersion (Academic Achievement in Spanish and English, Bilingualism and Biliteracy, Sociocultural Competence) 	<p>The Dual Language Team at Quarry Trail, in collaboration with district administration, will gather academic data including universal assessments in ELA, Spanish, and Math for students in Dual Language compared to students who are in English only classes at Quarry Trail and the District as a whole.</p>
<ul style="list-style-type: none"> Establish needs based on the initial California Healthy Kids Survey regarding school connectedness and peer interactions at school. 	<p>Being a new school, students in grades 5 and 6 will take the California Healthy Kids Survey for the first time in the Fall of 2022.</p>
<ul style="list-style-type: none"> Continue to maintain the suspension rate for all students. 	<p>The current suspension rate at Quarry Trail as of 10/9/2022 is 0%. QTES will establish a baseline in the 2022-2023 school year.</p>
<ul style="list-style-type: none"> Decrease the percentage of all students who are chronically absent to less than 3% and 7% for SED students. 	<p>Chronic Absenteeism (the percentage of students who are absent for any reason more than 10% of the school year)</p> <p>As of 11/3/2022, there were 37 of 560, 6.78%, students absent more than 10% of the school days. In addition, at this time 13.8% of economically disadvantaged students were chronically absent.</p>
<ul style="list-style-type: none"> PBIS Tiered Fidelity Inventory (TFI) for Tier I and Tier II Systems: Increase the TFI percentages to 90% or higher by 	<p>Fall 2022 TFI results:</p> <p>Tier I: 83%</p> <p>Tier II: 85%</p>

Fall 2023	
<ul style="list-style-type: none"> Percentage of students with Office Discipline Records for minor and major incidents 	<p>On 11/3/2022 the percentage of QTES students with Office Discipline Records was:</p> <p>0 ODRs = 96.24%</p> <p>0-1 ODRs = 3.22%</p> <p>6+ OCRs = less than 1%</p>

Stakeholder Involvement

Stakeholder Involvement
<p>Quarry Trail Elementary School values the involvement of students, families, teachers, and school staff in the development of their goals for students. Classroom teachers, school staff, and parents/guardians provided input in the creation of this school plan in a variety of ways including site committees, staff meetings, and the School Site Council. The leadership team, a representative team of Quarry Trail's larger staff, regularly analyzes survey results and student achievement data in order to make informed recommendations to the staff and school site council regarding areas of focus for the 2022-2023 school year. In addition, all certificated staff serves on one of the following committees: leadership, PBIS Tier I, PBIS Tier II, MTSS Academic/Social-Emotional, and Dual Language Education. Each committee uses a process of data-based decision-making to determine actions to increase student performance at Quarry Trail.</p>

SITE GOAL 1 - *(Academic)*

District Goal

District Goal(s)	Aligned Actions
RUSD Strategic Plan Strategy 1: We will facilitate learning experiences that ignite passion, develop enduring skills, and feature relevance, choice, and purpose for each student.	Action 1.1: Student learning, with a foundation of literacy and numeracy, will result in the acquisition of enduring skills (collaboration, communication, creativity, critical thinking, and global awareness) to ensure post-graduate success.
RUSD Strategic Plan Strategy 2: We will provide a system of academic and social-emotional support in a culture of acceptance for all students to be respectful, self-aware, resilient, and high-functioning individuals.	<p>Action 2.4: Fully implement the Multi-Tier System of Support (MTSS) model in the academic, behavioral, and social-emotional domains.</p> <p>Action 2.5: Leverage resources to create more opportunities for personalized and differentiated learning, both at school and beyond the classroom.</p>
<p>Goal 1:</p> <p>RUSD will promote the mathematics achievement of all students, with a particular focus on socioeconomically disadvantaged students, students with disabilities, English learner students, foster youth and student experiencing homelessness, by engaging in continuous improvement to identify high-leverage practices that improve student outcomes.</p>	<ul style="list-style-type: none"> • Multi-Tiered System of Supports (MTSS) in Mathematics, including Learning Recovery teachers • Common diagnostic assessment TK-6 & common essential skills 7-12 • Professional development on a district-wide data analytics tool • Targeted tutoring services for unduplicated students • Professional development on specific linguistic-based approaches to target and support the success of English Learners • Communication about intervention and extension programs

Goal 1 - *(Academic)*

Site Goal 1
By June 2023, QTES will increase the percentage of students meeting/exceeding standards in ELA and Math by 3% as measured by MAP assessment data in Spring 2023.

Goal 1/Outcomes

Metric <i>What data will you use to measure this goal?</i>	Baseline <i>What is the current state of this metric related to the goal?</i>	Expected Outcome <i>What is your expected outcome aligned with the goal?</i>	Actual Outcome/ Evidence <i>(To be completed after related activities are accomplished.)</i>
Measures of Academic Progress: ELA and Math % meeting/exceeding standards for all students	3rd grade: ELA 73%, Math 77% 4th grade: ELA 73%, Math 69% 5th grade: ELA 85%, Math 79% 6th grade: ELA 78%, Math 63%	3rd grade: ELA 76%, Math 80% 4th grade: ELA 76%, Math 72% 5th grade: ELA 88%, Math 82% 6th grade: ELA 81%, Math 66%	
Measures of Academic Progress: ELA and Math % meeting annual growth targets for all students	3rd Grade: ELA 54% Math NA 4th Grade: ELA 66% Math 76% 5th Grade: ELA 71% Math 80% 6th Grade: ELA 60% Math 65%	3rd Grade: ELA 60% Math NA 4th Grade: ELA 73% Math 82% 5th Grade: ELA 77% Math 86% 6th Grade: ELA 66% Math 71%	
Measures of Academic Progress: Increase ELA and Math % meeting/exceeding standards for SED and SWD by 6%	SED: Math 38%, ELA 46% SWD: Math 38%, ELA 44%	SED: Math 44%, ELA 52% SWD: Math 44%, ELA 50%	
Measures of Academic Progress ELA and Math: Increase the % of students receiving targeted intervention who are meeting standards by 30%	3rd Grade: ELA 0% (22 students) 4th Grade: ELA 8% (24 students) 5th Grade: Math 0% (13 students) 6th Grade: Math 0% (12 students)	3rd Grade: ELA 30% 4th Grade: ELA 38% 5th Grade: Math 30% 6th Grade: Math 30%	
Measures of Academic Progress ELA and Math: Increase the % of students receiving targeted intervention who are meeting annual growth targets by 20%	3rd Grade: ELA 30% 4th Grade: ELA 50% 5th Grade: Math 43% 6th Grade: Math 56%	3rd Grade: ELA 50% 4th Grade: ELA 70% 5th Grade: Math 63% 6th Grade: Math 76%	

Chronic Absenteeism Rate: Decrease the percentage of all students who are chronically absent to less than 3% and 7% for SED students.	As of 11/3/2022, there were 37 of 560, 6.78%, students absent more than 10% of the school days. In addition, at this time 13.8% of economically disadvantaged students were chronically absent.	All Students: less than 3% SED: less than 7%	
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Goal 1/Activities & Related Actions

Activity <i>What activities will you accomplish to make progress towards your goal?</i>	Budget/ Funding Source	Steps to accomplish activity Evidence instead of Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i>
Implementation with integrity and fidelity of Benchmark/Springboard and Bridges/CPM curriculum	RUSD Base Funds and RUSD Professional Development Funds	<ol style="list-style-type: none"> 1. Continue to meet as grade-level teams to plan and implement curriculum to fidelity using PLC+ best practices 2. Participate in district-provided training opportunities 3. Analyze assessment data and identify priority standards of focus and units of focus during RUSDLeads and Professional Learning Community (PLC) articulation time.
Implement Dual Language Education to fidelity for TK and K classes and continue preparations for the expansion of DL in first grade during the 2023-2024 school year	District Funded Staffing, Educator Effectiveness, Rocklin Educational Excellence Foundation (REEF) Grant Funds	<ol style="list-style-type: none"> 1. With the support of a half-time Dual Language Coordinator and bilingual staff (teachers, aides, support staff), ensure high academic achievement in Spanish, English, Mathematics, and all other subject areas. 2. Provide professional learning opportunities for staff on best practices for language acquisition and dual language education 3. Ensure parent engagement, collaboration, and communication through in-person meetings, newsletters, and teacher communications.
Provide data-based targeted intervention for literacy and numeracy	Site Supplemental Funds \$12,000	<ol style="list-style-type: none"> 1. Develop a master schedule with staffing to utilize all resources as effectively and efficiently as possible (funds are used to pay extra time for instructional aides to support intervention small groups) 2. Conduct PD for grade-level teams with materials, including Leveled Literacy Intervention (LLI), Building Fact Fluency, and other intervention curricula.

		<ol style="list-style-type: none"> 3. Provide time for grade-level teams to analyze data and plan for interventions/extensions 4. Monitor the progress of interventions in literacy and numeracy 5. Adjust as needed to ensure student progress
Implement a schoolwide focus on effective first instruction in mathematics with Building Fact Fluency (BFF) PDSA (Plan, Do, Study, Act)		<ol style="list-style-type: none"> 1. Provide professional learning for the 3rd-grade teachers. 2. Embed the use of Building Fact Fluency (BFF) into the school day 3. Monitor student data for effectiveness using improvement science protocols including PDSA cycles (Plan, Do, Study, Act)
Plan and implement after-school math and reading programs in collaboration with WHS students	District allocated site funds for after-school programs \$2000 and \$2000 Site Supplemental Funds	<ol style="list-style-type: none"> 1. Collaborate and coordinate with WHS to recruit and train high school students 2. Recruit and hire a teacher advisor 3. Plan and implement the program 4. Monitor program fidelity and student progress
Plan and implement Science lessons in the Innovation Station (Library Lab)	PTC funding for consumable materials and District Start Up Funding	<ol style="list-style-type: none"> 1. Release teachers for grade-level planning time to develop scope and sequence 2. Identify and order materials needed for lessons 3. Implement lessons during the hour scheduled for each class as planned in the master schedule.
Implement attendance protocols that are personal and proactive that include an attendance success plan	Cost included in staffing	<ol style="list-style-type: none"> 1. Monitor attendance at weekly office staff meetings 2. Communicate with families in person or over the phone 3. Send required letters 4. Conduct in-person team meetings to complete Attendance Success Plan and implement interventions such as Attendance Check-Ins 5. Follow up with families 6. Refer to the counselor for community resources/needs 7. Refer to the Placer County Student Attendance Review Board (SARB)

SITE GOAL 2 - (Behavioral)

District Goal(s)	Aligned Actions
Goal 2: RUSD will provide a system of social-emotional and behavioral supports within a culture of acceptance for all students, in order to develop healthy, respectful, self-aware, resilient, and high functioning individuals.	<ul style="list-style-type: none">• Positive Behavior Interventions and Supports (PBIS) TK-8• Social-emotional and behavioral referral process, including communication about available resources

Goal 2

Site Goal 2
Provide a safe and inclusive school environment through a tiered support system for behavior with a minimum of 80% fidelity, specifically focusing on strengthening Tier 1 and 2 and building Tier 3 of Positive Behavior Interventions and Supports (PBIS), as measured by the Tiered Fidelity Inventory (TFI) by spring 2022.

Goal 2/Outcomes

Metric <i>What data will you use to measure this goal?</i>	Baseline <i>What is the current state of this metric related to the goal?</i>	Expected Outcome <i>What is your expected outcome aligned with the goal?</i>	Actual Outcome <i>(To be completed after related activities are accomplished.)</i>
PBIS Tier 1 and Tier 2 Implementation Inventory (TFI Results)	QTES Tiered Fidelity Inventory results: Fall 2022 Tier I: 83% Tier II: 85%	By Fall 2023, QTES will increase implementation fidelity to 90% or higher for Tier I and Tier II.	
SWIS Office Referrals (Triangle Report)	On 11/3/2022 the percentage of QTES students with Office Discipline Records was:	Maintain the % of students receiving 2 or more ODRs less than 3.5%	

	0 ODRs = 96.24% 0-1 ODRs = 3.22% 6+ ODRs = less than 1%		
Suspension Rate	As of 10/10/2022 the suspension rate at QTES was 0.	Continue to maintain a low rate of suspensions with no recidivism and establish the performance level on the California School Dashboard of Green or High.	

Goal 2/Activities & Related Actions

Activity <i>What activities will you accomplish to make progress towards your goal?</i>	Budget/ Funding Source	Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i>
Implement trauma-informed equity practices	RUSD PD Funds	<ol style="list-style-type: none"> 1. Identify staff members who participated in the Trauma Informed Equity practices training 2. Determine the next steps in facilitating professional learning with modules for staff. 3. Use equity reports with student discipline data to identify and address inequities
Develop a system of positive behavioral interventions and supports.	District Supplemental Funds \$3000 PTC Funds	<ol style="list-style-type: none"> 1. Establish PBIS Tier 1 Committee & PBIS Tier 2 Committee 2. Implement data-based decision-making and practices schoolwide to fidelity 3. Provide student, family, and staff training as well as the Toolbox skills training. 4. Incorporate Toolbox skills into the schoolwide expectations, teach and use the Toolbox skills 5. Continue to utilize student self-reflections as a restorative measure when expectations are not followed.
Implement QTES Safety Lessons and Protocols	Costs included in staffing/time	<ol style="list-style-type: none"> 1. Provide staff training on QTES safety protocols throughout the school year. 2. All classes teach the safety lessons by August 25th and reteach each lesson prior to safety drills throughout the school year. 3. Communicate with families regarding protocols to ensure student safety
Implement PBIS Bully Prevention	Costs included	<ol style="list-style-type: none"> 1. All classes plan and implement lessons by September 30 each year.

curriculum and reteach throughout the school year.	in staffing/time Curriculum is free	2. Lessons are retaught and reinforced throughout the school year by all staff
Implement Digital Citizenship curriculum and reinforce throughout the school year for internet safety	Costs included in staffing/time Curriculum is free	<ol style="list-style-type: none"> 1. All classes plan and implement lessons by November 1 each year. 2. Lessons are retaught and reinforced throughout the school year by all staff 3. Plan and implement parent education opportunities.
Provide initial and refresher training for staff in de-escalation strategies for effective behavior management	Time during staff meetings	<ol style="list-style-type: none"> 1. Schedule and implement training for staff throughout the school year

SITE GOAL 3 - *(Social-Emotional-Cultural)*

District Goal(s)	Aligned Actions
RUSD Strategic Plan Strategy 2: We will provide a system of academic and social-emotional supports in a culture of acceptance for all students to be respectful, self-aware, resilient, and high functioning individuals.	<p>Action 2.1: Promote a culture of wellness with open dialogue that supports the mental and social-emotional health of students and staff.</p> <p>Action 2.2: Create the systemic use of data across all domains (academic, behavioral, and social-emotional) to inform and drive instruction and interventions.</p> <p>Action 2.3: Establish an inclusive culture where diversity and individual differences are valued and celebrated.</p> <p>Action 2.4: Fully implement the Multi-Tier System of Supports (MTSS) model in the academic, behavioral, and social-emotional domains.</p>
Goal 2: RUSD will provide a system of social-emotional and behavioral supports within a culture of acceptance for all students, in order to develop healthy, respectful, self-aware, resilient, and high-functioning individuals.	<ul style="list-style-type: none">• Common social-emotional learning curriculum TK-12• Counseling services TK-12• Social-emotional and behavioral referral process, including communication about available resources• Substance Abuse Prevention

Goal

Site Goal 3
Provide social-emotional learning opportunities, student and family mental health support, and an inclusive school climate in which students feel connected and part of the school.

Goal 3/Outcomes

Metric <i>What data will you use to measure this goal?</i>	Baseline <i>What is the current state of this metric related to the goal?</i>	Expected Outcome <i>What is your expected outcome aligned with the goal?</i>	Actual Outcome <i>(To be completed after related activities are accomplished.)</i>
California Healthy Kids Survey	Baseline data will be collected from the initial California Healthy Kids Survey regarding school connectedness and peer interactions at school.		

Goal 3/Activities & Related Actions

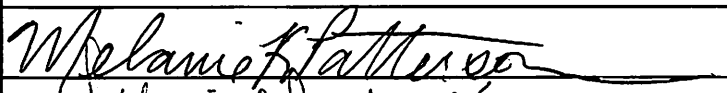
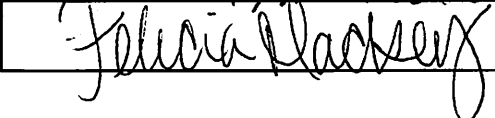
Activity <i>What activities will you accomplish to make progress towards your goal?</i>	Budget/ Funding Source	Related Action Plan/Details <i>What small action steps will you take to accomplish your activity?</i>
Participate in the RUSD Equity Training to create an inclusive multicultural environment	RUSD PD Funds	<ol style="list-style-type: none"> 1. The leadership team and parents will participate in the RUSD Equity training 2. The leadership team will plan and implement an equity action plan at QTES 3. The family newsletter will include monthly special recognitions for awareness and celebration
Provide research-based social-emotional learning for all students	Costs included in staffing/time	<ol style="list-style-type: none"> 1. Utilize best practices outlined in the SEL ToolKit to ensure students, families, and staff have a high level of wellness and are able to access academics 2. Implement the RUSD SEL curriculum (Purposefull People and Character Strong) and the Toolbox Project 3. Communicate Toolbox skills with families to increase home-to-school connection/alignment. 4. Provide professional learning and follow up to implement the SEL curricula

Implement school connectedness approaches	Costs included in staffing/time	<ol style="list-style-type: none"> 1. Student Council will focus on student-student connections 2. Buddy connections with students on campus and students at home 3. Use the 2 x 10 strategies to connect with students
Provide targeted small group social-emotional skills training	Costs included in staffing/time	<ol style="list-style-type: none"> 1. Utilize a research-based curriculum (Strong Kids) and identify students for small-group instruction. 2. Facilitate social-emotional groups one time per week for 40 minutes 3. Monitor student progress and effectiveness of interventions
Provide school-based counseling and outside service referrals	District funded services	<ol style="list-style-type: none"> 1. Effectively onboard our new counselor and establish systems of support through the PBIS tier II team. 2. Establish a referral system for Care Solace in which students, families, and staff receive support in connecting with mental health and substance abuse services within the community.

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.
- 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.

Signature	Name, Role	Date
	Melanie Patterson, Principal	12/6/2022
	Felicia Mackey, School Site Council Parent Representative	12/6/2022