

QUAIL LAKE ENVIRONMENTAL CHARTER



2018-2019 SCHOOL STATISTICS

Designated in 2012

Re-Designated in 2015

Community Size - Rural

School Enrollment - 567

Grade Levels - K-8

School Calendar - Traditional

Free & Reduced Lunch - 22%

English Learners - 10%

Students with Disabilities - 16%

Sanger Unified School District

4087 N. Quail Lake Dr.

Tel 559-524-6720

Principal - Kim Labosky

[www.http://quaillake.sanger.k12.ca.us/](http://quaillake.sanger.k12.ca.us/)

School Characteristics and Replicable Practices

Academic Excellence

- Use of 1 to 1 iPads, multimedia, SMART Boards, Apple TV's, Google classroom and document cameras integrate technology into lessons along with students use of various iPad apps to present their learning; teachers are able to differentiate student learning by allowing students to access curriculum at their own pace and level;
- Reaching personal and academic goals, students are expected to reflect on their achievements and goals throughout the year;
- We have put a strong focus on integrating and building curriculum across subject matter;

2018-2019 School Demographics

- **African American - 0.5%**
- **Asian - 12%**
- **Caucasian - 50%**
- **Filipino - 1%**
- **Hispanic - 26%**
- **Native American - 0%**
- **Pacific Islander - 0%**
- **Other - 6%**
- **Two or More - 5%**

- Students learn by doing and through self-discovery, while being guided by directed-teacher questioning;
- Universal Design for Learning, increasing student engagement to push all students toward academic and emotional/social success;
- When meeting with our on-site PLC's, teachers are able to discuss students' academic and behavioral needs, integration of content, and site-specific needs. During both of these PLC times, coaching and mentoring naturally occurs between colleagues.

Developmental Responsiveness

- Due to our small population and strong relationships built between staff members and students, it allows us to provide individualized supports for families and students by creating a personalized environment that supports each student's intellectual, ethical, social, and physical development;
- SAP (Student Assistance Program) groups which focus on handling academic pressures and social pressures at the middle school level are offered to students;
- Teachers often offer the ability to show what they have learned in unique and creative ways. While given the basic outline and rubric, students can show their learning in a variety of ways;
- In order to create consistency for students, routines and procedures are put in place across grade levels. One example would be the consistent use of our Falcon BEST matrix created through our PBIS systems;
- Teacher create integrated units that address important concept skills and real world problems;
- We provide students with multiple opportunities such as clubs, choir, band, drama, and electives;
- A transformation of our library into Makerspace where students are able to utilize their creativity by building, designing, coding, and drawing either individually or with their peers during morning and lunch recess.
- UDL and Project-Based Learning and student involvement are key to student success;
- All 8th grade students complete a civic learning project where they discuss various issues that impact our community, conduct research on a selected issue, and create a plan on how the whole class can participate in the community project regarding that issue.

Social Equity

- Special education students are mainstreamed according to their IEPs, as well as English learners;
- Student have the opportunity to attend academic club where they can complete unfinished work with a teacher or ask questions if they need extra support in a subject area;
- Tier 1 intervention, teachers meet the needs of the students by differentiating their instruction for high performing, low performing, and the students who have been identified English Language Learners;
- PBIS, stresses the importance of, and explicitly teaches, the five community of caring traits, which include: responsibility, trust, respect, caring, and family included with this is a "Falcon B.E.S.T. Day" with B.E.S.T. referring to Behavior, Environment, Self-Control, and Team;
- UDL and PBL provide numerous opportunities for students to show what they know and what they've learned in a multitude of ways. Based on the variety of ways students' show their learning, teachers are able to modify their instruction and assessment opportunities.

Organizational Support

- Professional Learning Communities are at the center of all improvements--Teachers participate in on-site, cross-curricular PLCs weekly where they focus on the four key questions: What do we want students to learn? How will we know it when they have? How will we respond when they do not learn? How will we respond when they have learned? Monthly, teachers participate in a subject specific PLC with other K-8 schools within the district where they address/create common assessments, best practices, create common standards based units, and analyze data trends;
- The administration is involved in a Sanger Academic Achievement Leadership Team (SAALT) consisting of administration from other district K-8 schools to collaborate on achievement issues and develop solutions;
- Discussions and meetings are centered on improving instructional practices, enlisting changes as soon as problems arise, and analyzing student data to improve practices and increase student achievement;
- Quail Lake is a culture that is proactive not reactive. We hold SST (Student Study Team) meeting to help support the whole child. The team is comprised of our school psychologist, ISPs, principal, classroom teachers, and parents;
- Our Multi Tiered Systems of Support, or MTSS Team, is comprised of one teacher from every grade level, the principal, ISP 's, LST, and support personnel. The team reviews behavior and academic data, provides input on system improvements, and is the driving force for change on our campus.