



# Quail Summit Elementary School

23330 East Quail Summit Drive • Diamond Bar CA, 91765 • (909) 861-3004 • Grades K-5

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www.quailsummitschool.org/

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Walnut Valley Unified School District

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#### District Governing Board

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Layla Abou-Taleb - Vice President

Y. Tony Torng, Ph.D. - Clerk

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#### District Administration

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**Superintendent**

Dr. Matthew L. Witmer  
**Deputy Superintendent,  
Educational Services**

Dr. Matt Torres  
**Assistant Superintendent, Business  
Services**

**Assistant Superintendent, Human  
Resources**

### Principal's Message

It is my pleasure to present to you Quail Summit Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Quail Summit is located in the beautiful city of Diamond Bar, approximately 28 miles east of downtown Los Angeles. Quail Summit Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Quail Summit Elementary School's students and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential. Most recently Quail Summit has been recognized as a PBIS Plantinum Award winner, a 2016 Gold Ribbon School and Quail Summit also received the 2017-2018 & 2018-2019 Honor Roll School recognition. Quail Summit is most proud of our focus on developing the whole child so that when students move on to their next educational experience they are prepared academically, socially and emotionally.

### Mission Statement

Walnut Valley Unified, a premier school district committed to "KIDS FIRST - Every Student, Every Day," will prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21st Century skills through quality programs that include Academics, Arts, Athletics, and Activities. Quail Summit School strives to uphold the principles and beliefs as outlined in the Walnut Valley Unified School District vision statement. Quail Summit is a school with a heart where students follow their H.E.A.R.T.S. (Humanities, Engineering, Arts, Reading, Technology, Science & Math) to soar to new heights to inspire, to empower and to empathize. Through H.E.A.R.T.S., students are empowered to use their knowledge and skills to problem solve, to innovate, to pursue their passions and dreams to make a positive impact on others and the world.

### School Profile

Quail Summit Elementary School is located in the eastern region of Diamond Bar and serves students in grades kindergarten through five following a traditional calendar. The school mission and core beliefs, which resound throughout the halls, can be summarized in its motto: The School with a Heart. A diverse student population is cultivated academically and socially, including approximately, Asian (59.4%), White (5%), Hispanic (21.8%), African-American (3%), Pacific Islander (2%), Filipino (2%) and Multi-ethnic (7.9%). Distinguished as a high-performing school, Quail Summit is a California Gold Ribbon School, California Distinguished School, and a National Blue Ribbon School. The students benefit from a wealth of teaching experience. Of both core and itinerant teachers, our average years of experience exceeds 20, and in 2016-92% of our staff held master's degrees. At the beginning of the 2018-2019 school year, 646 students were enrolled, including 42% qualifying for English Language Learner support, and 18% qualifying for free or reduced-price lunch.

Quail Summit school houses twenty-five general education classrooms, one Special Day Class for severely handicapped students, one RSP classroom for our educational specialist, a large multipurpose room with a stage for performing arts, a library media center/ iMac computer lab, a Virtual Desktop Interface (VDI) lab, and a host of offices for support staff. A kitchen serves hot and cold lunches to students recommended by the National Food Program, and children eat outside on a covered patio. There are three additional structures adjacent to the main building that house fourth and fifth grades. A separate Kindergarten area has its separate play yard and garden. Enrichment Club, the before and after-school daycare program, is housed in a building across from kindergarten.

The full-time certificated staff includes 25 teachers, one Educational Specialist (RSP), one Severely Handicapped Classroom (SDC) teacher, one Elementary Learning Specialist, and a principal. Part-time certificated staff includes a speech and language specialist, ELD aide, 40% reading intervention teacher, one school psychologist, and three SH class aides. Quail Summit is fortunate to have multiple itinerant teachers in vocal music, instrumental music, adaptive physical education (APE), regular physical education, and guidance counseling.

There are four kindergarten extended day programs which also receive specialized PE instruction. All full-time teachers are credentialed. Ongoing staff development is a priority for the refinement of research-based teaching strategies.

Quail Summit's rigorous, relevant curricular program is based on California Common Core standards in all subject areas. Our 2018 CAASPP results showed in ELA an overall 83% in meets or exceeds standards for our 3rd through 5th-grade students and 79% in Mathematics. Quail Summit has been one of the top performing schools among the 9 elementary schools in WVUSD district. In order to monitor students' learning throughout the year, teachers administer ongoing assessments in reading/language arts and mathematics with district-adopted benchmarks. All classes teach the California Common Core State Standards (CCSS). For the 2019-2020 school year, the continued school-wide focus is to continue to integrate STEAM-O with our curriculum and student learning and to bring coherence to all the other initiatives we are implementing. In addition, we are focusing on integrating more instruction in the Arts through TEAL lessons. We are a school with a heart where students follow their H.E.A.R.T.S. (humanities, engineering, arts, reading, technology, science & math) to soar to new heights to inspire, to empower and to empathize.

The Walnut Valley School District receives an estimated \$4,231 dollars per student for all educational services during the school year. Quail Summit's General Fund for 2018-2019 school year is \$69,830. Local Control Funding Formula's (LCFF) supplemental funds support school wide goals and objectives and are received in the estimated amount of \$51,100 per year. LCFF supplemental funds are allocated each year for reading intervention, staff development, student materials and supplies, instructional aides and student support personnel to meet the goals of the school plan. Community Club, the school's major fundraising body, generously supports field trips, technology and helps with other student-centered expenses. The fundraising efforts have provided a full iMac computer lab and computers in each classroom. For the 2014-2015 school year, our Community Club has purchased 110 I-pads and 108 Chromebooks for classroom use and replaced our classroom projectors. Our focus over the last few years has been to increase of technology for all students. We currently are 1:1 in grades 2-5 and 2:1 in first grade. Kindergarten has one chromebook cart to share and 5 I-pads per class. For the 2015-2016 school year, our Community Club purchased thirty-five 14 inch Chromebooks in order for all four 5th grade classrooms to have 1:1 Chromebooks. For the 2016-2017 school year, our Community Club purchased 105 14-inch Chromebooks, 25 I-Pads, and Project Lead the Way modules to support our H.E.A.R.T.S. vision and implementation. In addition, we have received an additional 15 I-pads for our newly opened, kindergarten class. In 2018-2019 school year, we increased our chromebook availability by 4 carts.

Quail Summit assures equal access for every student to the core curriculum. An Educational Specialist provides additional support in the RSP room when necessary to improve identified skills based on the Individualized Educational Program (IEP). Quail Summit practices inclusion throughout the school evidenced by cooperative learning, addressing multiple intelligences, and differentiated instruction within lessons.

Quail Summit integrates a quality Character Education throughout the instructional program. School-wide Spirit Day assemblies focus on the positive values and character traits of responsibility, respect, compassion, courage, and service. A bully prevention program has been implemented and we are seeing great success across our grade levels. Quail Summit has also implemented a school-wide Positive Behavior Intervention Supports (PBIS) to systematically reinforce our positive school culture of being responsible, being respectful and being safe. We have named our PBIS as Quail Cares- Be Responsible, Be Respectful and Be Safe. Students are explicitly taught the specific behaviors for our PBIS standards throughout our campus. The common language and expectations for our PBIS have solidified our positive school culture and cultivated a school-wide effort from all staff members and students to show Quail Cares standards every day. Quail Summit received the Platinum Award for excellence with PBIS implementation.

Due to a recent Bond Measure passing, Quail Summit received new fencing around the school perimeter, paving of the parking lot and school yard, a new kindergarten area and new carpeting was installed throughout the school. In addition, new rubber was added to our play structure area. Quail Summit will receive an upgraded library-media center.

Quail Summit is a wonderful place to learn and grow. Teachers, parents and students work collaboratively together to support student learning.

## About the SARC

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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	107
Grade 2	116
Grade 3	108
Grade 4	98
Grade 5	132
Total Enrollment	657

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
Asian	63.8
Filipino	2.1
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	1.2
White	6.4
Two or More Races	2.7
Socioeconomically Disadvantaged	20.2
English Learners	19.8
Students with Disabilities	6.8

## 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

Teacher Credentials for Quail Summit	17-18	18-19	19-20
With Full Credential	26	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Walnut Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	504
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Quail Summit Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

All textbooks used in the core curriculum at Quail Summit Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 18, 2019, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #20-01 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Advance 2017 Benchmark Education Company <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Houghton Mifflin Harcourt Math Expressions 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Pearson Scott Foresman, Scott Foresman California Science - 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Harcourt Brace, Social Science - 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The district's maintenance department inspects Quail Summit Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Quail Summit Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, July 16, 2019. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2019-20, all restrooms were fully functional and available for student use.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 16, 2019**

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

## 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, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	79	81	76	77	50	50
Math	83	79	74	75	38	39

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.0	25.2	48.1

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	339	99.12	81.42
Male	173	172	99.42	81.40
Female	169	167	98.82	81.44
Black or African American	--	--	--	--
Asian	214	212	99.07	87.26
Filipino	--	--	--	--
Hispanic or Latino	72	71	98.61	66.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	80.00
Two or More Races	11	11	100.00	90.91
Socioeconomically Disadvantaged	70	70	100.00	77.14
English Learners	80	78	97.50	71.79
Students with Disabilities	25	25	100.00	56.00

Note: 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.

Note: 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.

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	341	99.71	79.18
Male	173	173	100.00	84.97
Female	169	168	99.41	73.21
Black or African American	--	--	--	--
Asian	214	214	100.00	88.79
Filipino	--	--	--	--
Hispanic or Latino	72	71	98.61	50.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	75.00
Two or More Races	11	11	100.00	90.91
Socioeconomically Disadvantaged	70	70	100.00	82.86
English Learners	80	80	100.00	78.75
Students with Disabilities	25	25	100.00	48.00

Note: 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.

Note: 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.

Note: 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.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Quail Summit parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in our Community Club, participating in a decision-making group such as our School Site Council or English Language Advisory Committee, supporting school activities, or working at school events. In addition, parents can volunteer for Mother's/Father's workshop to help all teachers prepare materials for class instruction.

Parents stay informed on upcoming events and school activities through Sunday evening phone messages and emails via ConnectEd (automated telephone and email message delivery system), the school marquee, the school website, teacher websites, parent newsletters and email blasts. Contact the school office at (909) 861-3004 for more information on how to become involved in your child's learning environment.

### 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.

### School Safety Plan

The Comprehensive School Site Safety Plan was developed for Quail Summit Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in December 2019. Input for improved school safety was elicited from staff, parents and local first responders to help formulate a school safety plan specific to the needs of Quail Summit. Safety measures are continually being reviewed and school drills for fire, earthquake, shelter in place are scheduled regularly. School Safety Committee meets regularly to discuss school safety. In September 2019, the Disaster Bin was inventoried and obsolete or outdated materials were disposed of. Community Club organized emergency bag orders and new emergency bags were order for over 500 students. A new system, Lobby Guard, has been set up in the front office. It does a quick check of all incoming visitors (Photo ID) to the Megan's Law website. By installing the LobbyGuard school visitor management at Quail the visitor sign-in process is streamlined and more secure. It allows us to track everyone who enters our campus and help stop any threats at the door. In addition, our School Site Safety Plan includes the addition of 75 cameras to help monitor our school campus outside of the classrooms.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.1	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.2	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1314.0

\* 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.



**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.7
Resource Specialist (non-teaching)	1.0
Other	

\* 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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		22	1	3		24		4	
1	25		4		25		4		26		4	
2	26		4		26		4		23		5	
3	27		4		25		4		27		4	
4	31		4		30		4		32		1	2
5	32		3	1	28	1	4		33		1	3
Other**	5	1							9	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	48	111	85

All training and curriculum development activities at Quail Summit Elementary School revolves around the California State Content Standards and Frameworks in the areas of Math, ELA, Music, Science, History and Social Studies and Visual and Performing Arts. Student data is analyzed on an ongoing basis and professional development opportunities are created to address the needs of the students and staff. During the past few years, Quail Summit Elementary School held staff development devoted to:

- Implementing Common Core State Standards (CCSS)
- Professional Learning Communities
- Character Education/Social Emotional Intelligence
- Critical Thinking Skills
- Implementation of Technology
- Project GLAD
- Common Core Units of Study
- Daily 5/CAFE
- Mathematical Practices
- Carol Jago-Reading Comprehension/questioning strategies
- SBAC-CAASPP assessment
- Google apps for education
- TEAL (Technology Enhanced Arts Learning)
- Project Lead the Way
- CUE (Computer Using Educator's) National Conference
- Thinking Maps
- Lucy Calkins Units of Study
- Math Talks

Three district-wide staff development days were focused on Common Core implementation and development of units of study. At the school site, three days of Professional Learning Communities/Data Day have been devoted to looking at achievement gaps of our student subgroups, including English Language Learners. Using this data, training on instructional practices for English Language Learners were utilized throughout the year. In addition, teachers received 3 days to plan for NGSS instruction/Project Lead the Way.



During the 2018-2019 School Year, Quail Summit will focus on continuing professional development on instructional practices already being implemented in the classroom. Teachers will participate in a variety of professional development opportunities including:

- PLTW (3 Training/Planning Days- during the school day)
- Data Days( 3 days- during the school day)
- TEAL (In class coaching from Educational Instructional Specialist)
- Thinking Maps (In class coaching, mentoring and principal-teacher meetings, before school voluntary trainings)
- Project Glad (In class coaching and mentoring, before school voluntary trainings)
- Conference attendance for selected teachers (Areas of Math, Science, ELA, Behavior)
- Lucy Calkins Units of Writing- (Conference, in-class coaching/mentoring and principal-teacher meetings before school voluntary trainings)
- Daily 5/Cafe 5 (In class Coaching/mentoring, modeled lessons, before school voluntary trainings)
- Breakfast Club-Voluntary teacher professional development focused on areas of interest for teachers. (i.e. Thinking Maps, i-ready instruction/intervention, GLAD)
- Google Classroom
- Curriculum Council K-5
- Mystery Science
- Benchmark Advance

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,680	\$51,374
Mid-Range Teacher Salary	\$75,410	\$80,151
Highest Teacher Salary	\$105,160	\$100,143
Average Principal Salary (ES)	\$121,431	\$126,896
Average Principal Salary (MS)	\$133,448	\$133,668
Average Principal Salary (HS)	\$143,102	\$143,746
Superintendent Salary	\$276,250	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title II
- Title III
- State Lottery

#### 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).

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,943	\$977	\$4,967	\$78,626
District	N/A	N/A	\$7,500	\$81,644.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.8	3.9
School Site/ State	-10.3	14.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.