

# Quail Summit Elementary School

## 加州教育局

### 學校教學責任報告卡

#### 報告內容摘自2016–17學年資料

加州法律規定，加州各所學校的學校教學責任報告卡（School Accountability Report Card，簡稱SARC）必須在每年2月1日前發佈。SARC包含與加州各所公立學校的教學條件和成績表現有關的資訊。依據本地學校控制資助計算公式（Local Control Funding Formula，簡稱LCFF），所有本地教育機構（LEAs）必須制定「本地學校控制責任計劃書（Local Control and Accountability Plan，簡稱LCAP）」，指出其計畫如何為所有學生達到具體年度學校特定目標，並開展特定的活動以解決本州及本地的工作重點。此外，本地學校控制責任計劃書中採用的數據應與報告卡中的數據一致。

- 有關SARC要求的更多資訊，請訪問加州教育局（California Department of Education，簡稱CDE）的學校教學責任報告卡網頁，網址：<http://www.cde.ca.gov/ta/ac/sa/>。
- 有關LCFF或LCAP的更多資訊，請訪問CDE的LCFF網頁，網址：<http://www.cde.ca.gov/fg/aa/lc/>。
- 有關學校的更多資訊，家長/監護人和社區成員應聯繫學校校長或學區辦公室。

#### DataQuest

DataQuest是CDE DataQuest網頁<http://dq.cde.ca.gov/dataquest/>上的一項線上數據工具，它包含關於該學校的附加資訊，以及其與所屬學區和縣的對照。值得一提的是，DataQuest是一個動態系統，提供學校問責報告（如：測試數據、入學率、高中畢業、退學、課程註冊、職工和英語學習者的數據）。

#### 使用互聯網

可在公共圖書館以及其它可公開訪問的地方（例如加州圖書館）上網。使用互聯網的圖書館和公共場所一般以「先到先得，額滿即止」為基礎。其它使用限制可能包括運營時間、工作站可使用的時段（視情況而定）、工作站可使用的軟體程式類型以及列印文檔的能力。

## 關於本校

| 學校聯絡資訊（2017–18學年） |  |
|-------------------|--|
| 學校名稱              | Quail Summit Elementary School   |
| 街道                | 23330 East Quail Summit Drive  |
| 城市、州、郵編           | Diamond Bar CA, 91765  |
| 電話號碼              | (909) 861-3004   |
| 校長                | Frances Weissenberger  |
| 電郵地址              | fweissenberger@wvusd.k12.ca.us   |
| 網址                | <a href="http://www.quailsummitschool.org/">www.quailsummitschool.org/</a> |
| 郡—區—學校（CDS）代碼     | 19734606106918   |

| 學區聯絡資訊 (2017–18學年) |                                       |
|--------------------|---------------------------------------|
| 學區名稱               | Walnut Valley Unified School District |
| 電話號碼               | (909) 595-1261                        |
| 督學                 | Dr. Robert P. Taylor                  |
| 電郵地址               | rtaylor@wvusd.k12.ca.us               |
| 網址                 | www.wvusd.k12.ca.us                   |

## 學校簡介及辦學宗旨 (2017–18學年)

### 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 2016 Gold Ribbon School.

### 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 (60%), White (6%), Hispanic (22%), African-American (2%), Pacific Islander (2%), Filipino (2%) and Multi-ethnic (6%). 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 2017-2018 school year, 648 students were enrolled, including 17% qualifying for English Language Learner support, and 16% qualifying for free or reduced-price lunch.

Quail Summit school houses twenty-four 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 day care program, is housed in a building across from kindergarten.

The full-time certificated staff includes 24 teachers, one Educational Specialist (RSP), one Severely Handicapped Classroom (SDC) teacher, one Elementary Learning Specialist, and principal. Part-time certificated staff includes a speech and language specialist, ELD aide, 40% reading intervention teacher, one school psychologist and two 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 2016 CAASPP results showed an overall 83% in meets or exceeds standards for our 3rd through 5th-grade students. 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 2017-18 school year, the 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. We are combining history and innovation in our STEAM-O vision: 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 2017-2018 school year is \$67,525. 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. STEAM-O funds provided to Quail Summit for 2017-2018 is \$20,000 and will be allocated for science, technology, engineering, art, math and other items as needed. For the 2014-2015 school year, our Community Club has purchased 110 Ipads and 108 Chromebooks for classroom use and replaced our classroom projectors. 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 iPads, 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 Ipads for our newly opened, kindergarten class. Through the support of our Community Club we now have 1:1 chromebooks in our 3rd-5th grade classrooms.

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.

Due to a recent Bond Measure passing, Quail Summit has received new fencing around the school perimeter. It is expected that in 2018-2019 a new kindergarten classroom will be added to the kindergarten area and new carpeting will be installed throughout the school.

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

各年級學生入學情況 (2016-17學年)

| 年級      | 學生人數 |
|---------|------|
| 幼稚園     | 72   |
| 1年級     | 99   |
| 2年級     | 104  |
| 3年級     | 106  |
| 4年級     | 125  |
| 5年級     | 129  |
| 6年級     |      |
| 7年級     |      |
| 8年級     |      |
| 不分年級的小學 |      |
| 9年級     |      |
| 10年級    |      |
| 11年級    |      |
| 12年級    |      |
| 不分年級的中學 |      |
| 總入學人數   | 635  |

各學生群體的入學情況 (2016-17學年)

| 學生群體           | 占總入學人數的百分比 |
|----------------|------------|
| 黑人或美籍非裔        | 2.7        |
| 美籍印第安人或阿拉斯加原住民 | 0          |
| 亞裔             | 60.6       |
| 菲律賓裔           | 2          |
| 西班牙裔或拉丁裔       | 20.6       |
| 夏威夷原住民或太平洋群島居民 | 1.6        |
| 白人             | 7.6        |
| 雙種族或多種族混血      | 4.6        |
| 社會經濟弱勢群體       | 11.2       |
| 英語學習生          | 14.8       |
| 殘障學生           | 6.5        |
| 寄養青少年          | 0.2        |

## A. 學習條件

### 加州優先順序：基礎

SARC提供了有關加州優先順序：基礎（1級）的如下資訊：

- 教師得到合理委派並具有教授相應科目及學生的充分資質的情況；
- 學生可以獲得標準化的教材；以及
- 學校設施維持良好的保養狀態

### 教師資質

| 教師                     | 學校      |         |         | 學區      |
|------------------------|---------|---------|---------|---------|
|                        | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| 具有充分資質的教師              | 25      | 25      | 26      | 633     |
| 資質不充分的教師               | 0       | 0       | 0       | 2       |
| 教授非具備專業能力科目的教師（具有充分資質） | 0       | 0       | 0       | 0       |

### 教師委派不當及教師職位空缺

| 指標             | 2015-16 | 2016-17 | 2017-18 |
|----------------|---------|---------|---------|
| 不當委派的英語學習生授課教師 | 0       | 0       | 0       |
| 不當委派的教師總數 *    | 0       | 0       | 0       |
| 教師職位空缺         | 0       | 0       | 0       |

注：「不當委派」指未經法律認可而教授相應年級、科目領域或學生群體等的教師所佔據的職位數量。

\*不當委派教師總數包括不當委派的英語學習生授課教師的人數。

### 教科書和教學材料的品質、流通性及可用性（2017-18學年）

#### September 2017

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 20, 2017, 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 #16-03 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.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Walnut Valley Unified School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

| 科目      | Textbooks and Instructional Materials/<br>Year of Adoption | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---------|--|----------------------------------|---|
| 閱讀/語言藝術 | Benchmark Advance 2017 Benchmark Education Company         | Yes                              | 0   |
| 數學      | Houghton Mifflin Harcourt Math Expressions 2015            | Yes                              | 0   |

| 科目              | Textbooks and Instructional Materials/<br>Year of Adoption          | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-----------------|---|----------------------------------|---|
| 科學              | Pearson Scott Foresman, Scott Foresman California<br>Science - 2008 | Yes                              | 0   |
| 歷史—社會科學         | Harcourt Brace, Social Science - 2007                               | Yes                              | 0   |
| 外語              |   |                                  |   |
| 衛生              |   |                                  |   |
| 視覺和表演藝術         |   |                                  |   |
| 科學實驗設備 (9至12年級) |   |                                  |   |

### 學校設施狀況及改善計劃

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 Monday, July 31, 2017. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2017-18, all restrooms were fully functional and available for student use.

使用最新收集的設施檢測工具 (FIT) 數據 (或同等的數據), 提供如下資訊

| 最近收集資料的年份和月份: July 31, 2017 |        |  |  |  |
|-----------------------------|--------|--|--|--|
| 已檢查的系統                      | 所需的保養及 |  |  |  |
| 系統: 氣體洩漏、機械/HVAC、下水道        | X      |  |  |  |
| 室內: 室內表面                    | X      |  |  |  |
| 清潔度: 總體清潔度、害蟲/寄生蟲侵擾         | X      |  |  |  |
| 電力: 電力                      | X      |  |  |  |
| 洗手間/飲水機: 洗手間、水槽/飲水機         | X      |  |  |  |
| 安全: 消防安全、危險品                | X      |  |  |  |
| 結構: 結構損壞、屋頂                 | X      |  |  |  |
| 戶外: 操場/學校空地、窗戶/門/大門/圍牆      | X      |  |  |  |

### 設施綜合評分

| 最近收集資料的年份和月份: July 31, 2017 |    |    |    |    |
|-----------------------------|----|----|----|----|
| 綜合評分                        | 模範 | 良好 | 一般 | 較差 |
|                             |    |    | X  |    |

## B. 學生成果

### 加州優先順序：學生成績

TSARC提供了有關加州優先順序：學生成績（4級）的如下資訊：

- **全州範圍內的評估**（即加州學生成績與進步評估[California Assessment of Student Performance and Progress, 簡稱CAASPP]體系，其中包括針對通識教育人群中學生的更智慧平衡總結性評估，以及對3-8年級和11年級進行的針對英語語言藝術/讀寫能力[ELA]和數學的加州替代評估[California Alternate Assessments, 簡稱CAAs]。CAA已經取代了針對ELA和數學的加利福尼亞替代成績評估（California Alternate Performance Assessment, 簡稱CAPA），而CAPA在2015年已經被取消。只有符合資格的學生才可以參加CAAs評估。CAAs的項目與替代成績標準相匹配，這些標準與針對有嚴重認知障礙的學生的通用核心州標準[Common Core State Standards, 簡稱CCSS]相連接；以及
- 順利完成課程並符合加州大學或加州州立大學錄取要求或職業技術教育順序或學習計劃錄取要求的學生百分比。

### 所有學生的英語語言藝術/讀寫能力（ELA）和數學的CAASPP測試結果

| 科目                              | 達到或超過州標準的學生百分比 |         |         |         |         |         |
|---------------------------------|----------------|---------|---------|---------|---------|---------|
|                                 | 2015-16        | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| 英語語言藝術/<br>讀寫能力<br>(3-8年級和11年級) | 82             | 77      | 74      | 75      | 48      | 48      |
| 數學<br>(3-8與11年級)                | 83             | 81      | 72      | 73      | 36      | 37      |

注：當考生人數為10人或以下的，因本類別學生人數過低可能造成統計不準確或出於保護學生隱私的考慮，將不予計算百分比。

### 依學生群體劃分的ELA科目之CAASPP測試結果

#### 3-8與11年級（2016-17學年）

| 學生群體               | 註冊<br>總人數 | 考生<br>人數 | 參加測試學生<br>百分比 | 達到或超過測試<br>標準的<br>學生百分比 |
|--------------------|-----------|----------|---------------|-------------------------|
| 所有學生               | 366       | 358      | 97.81         | 77.09                   |
| 男生                 | 187       | 183      | 97.86         | 75.41                   |
| 女生                 | 179       | 175      | 97.77         | 78.86                   |
| 黑人或美籍非裔            | 11        | 10       | 90.91         | 50                      |
| 阿拉斯加原住民            | 225       | 221      | 98.22         | 85.97                   |
| 亞裔                 | --        | --       | --            | --                      |
| 菲律賓裔               | 72        | 71       | 98.61         | 53.52                   |
| 西班牙裔或拉丁裔           | --        | --       | --            | --                      |
| 夏威夷原住民或<br>太平洋群島居民 | 28        | 27       | 96.43         | 74.07                   |
| 白人                 | 46        | 45       | 97.83         | 60                      |
| 雙種族或多種族混血          | 107       | 102      | 95.33         | 71.57                   |
| 社會經濟弱勢群體           | 29        | 27       | 93.1          | 25.93                   |
| 殘障學生               | --        | --       | --            | --                      |

注：ELA測試結果包括更智慧平衡總結性評估以及CAA。計算「達到或超過測試標準的學生百分比」是以達到或超過更智慧平衡總結性評估標準的學生總數加上達到CAA標準的學生總數，再除以參加兩項評估的學生總數。

注：當學生人數為10人或以下時，因本類別學生人數過低可能造成統計不準確或出於保護學生隱私的考慮，表格內將以雙破折號（--）表示。

注：考生人數包括所有參加測試的學生，不管他們是否獲得分數；然而，考生人數並非是用來計算成績等級百分比的數字。成績等級百分比只使用獲得分數的學生人數來計算。

**依學生群體劃分的數學科目的CAASPP測試結果  
3-8年級和11年級（2016–17學年）**

| 學生群體               | 註冊<br>總人數 | 考生人數 | 參加測驗<br>學生百分比 | 達到或超過測試<br>標準的<br>學生百分比 |
|--------------------|-----------|------|---------------|-------------------------|
| 所有學生               | 366       | 362  | 98.91         | 81.22                   |
| 男生                 | 187       | 185  | 98.93         | 82.16                   |
| 女生                 | 179       | 177  | 98.88         | 80.23                   |
| 黑人或美籍非裔            | 11        | 10   | 90.91         | 50                      |
| 阿拉斯加原住民            | 225       | 225  | 100           | 92                      |
| 亞裔                 | --        | --   | --            | --                      |
| 菲律賓裔               | 72        | 71   | 98.61         | 57.75                   |
| 西班牙裔或拉丁裔           | --        | --   | --            | --                      |
| 夏威夷原住民或<br>太平洋群島居民 | 28        | 27   | 96.43         | 59.26                   |
| 白人                 | 17        | 16   | 94.12         | 81.25                   |
| 雙種族或多種族混血          | 46        | 45   | 97.83         | 66.67                   |
| 社會經濟弱勢群體           | 107       | 106  | 99.07         | 81.13                   |
| 殘障學生               | 29        | 27   | 93.1          | 29.63                   |
|                    | --        | --   | --            | --                      |

注：數學測試結果包括更智慧平衡總結性評估以及CAA。計算「達到或超過測試標準的學生百分比」時是以達到或超過更智慧平衡總結性評估標準的學生總數加上達到CAA標準的學生總數，再除以參加兩項評估的學生總數。

注：當學生人數為10人或以下時，因本類別學生人數過低可能造成統計不準確或出於保護學生隱私的考慮，表格內將以雙破折號（--）表示。

注：考生人數包括所有參加測試的學生，不管他們是否獲得分數；然而，考生人數並非是用來計算成績等級百分比的數字。成績等級百分比只使用獲得分數的學生人數來計算。

**全體學生的科學科目CAASPP測試結果**

| 科目                            | 達到良好或優異的學生百分比 |         |         |         |         |         |
|-------------------------------|---------------|---------|---------|---------|---------|---------|
|                               | 2014-15       | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 89            | 89      | 84      | 84      | 56      | 54      |

注：科學測試結果包括5、8和10年級的加州標準測試（California Standards Tests, 簡稱CST）、加州修訂後評估（California Modified Assessment, 簡稱CMA）以及加州替代成績評估（California Alternate Performance Assessment, 簡稱CAPA）。

注：考生人數為10人或以下的，因本類別學生人數過低可能造成統計不準確或出於保護學生隱私的考慮，將不予顯示考試分數。

注意：2016-2017年資料不可用。加州教育局正在根據加州公立學校下一代科學標準（CA NGSS）開展新的科學評估。新的加州科學測試（CAST）於2017年春季進行了試點。科學類的CST和CMA測試將不再進行

**加州優先順序：其他學生成果**

SARC提供了有關加州優先順序：其他學生成果（8級）的如下資訊：

- 學生在體育科目領域的成績。

**加州體育測試成績（2016–17學年）**

| 年級 | 學生在健康體能6項標準中達成 |          |          |
|----|----------------|----------|----------|
|    | 4項標準的百分比       | 5項標準的百分比 | 6項標準的百分比 |
| 5  | 10.6           | 20.5     | 56.1     |

注：考生人數為10人或以下的，因本類別學生人數過低可能造成統計不準確或出於保護學生隱私的考慮，將不予計算百分比

## C. 參與

### 加州優先順序：家長參與

SARC提供了有關加州優先順序：家長參與（3級）的如下資訊：

- 學區為幫助家長在學區和各所學校事務中參與決策所作的努力。

### 家長參與學校活動的機會（2017–18學年）

At 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.

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, 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.

### 加州優先順序：學校氛圍

SARC提供了有關加州優先順序：學校氛圍（6級）的如下資訊：

- 學生的停學率；
- 學生的開除率；以及
- 關於安全意識的其他本地措施

### 停學和開除

| 比率 | 學校      |         |         | 學區      |         |         | 州       |         |         |
|----|---------|---------|---------|---------|---------|---------|---------|---------|---------|
|    | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| 停學 | 0.4     | 1.3     | 0.3     | 1.4     | 1.3     | 1.2     | 3.8     | 3.7     | 3.6     |
| 開除 | 0.0     | 0.0     | 0.0     | 0.0     | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

### 校園安全計畫（2017–18學年）

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 September 2017.

## D. 其他SARC資訊

本部份所含資訊須列入SARC但不包括在LCFF中的加州優先事項中。

### 聯邦干預計劃（2017–18學年）

| 指標             | 學校  | 學區        |
|----------------|-----|-----------|
| 課程改進狀況         |     | Not In PI |
| 課程改進第一年        |     |           |
| 課程改進的年份        |     |           |
| 當前接受課程改進的學校數量  | N/A | 4         |
| 當前接受課程改進的學校百分比 | N/A | 80        |

注：內含「N/A」的空格無需填寫數據。

### 班級平均人數及班級人數分佈 (小學)

| 年級 | 2014-15 |       |       |     | 2015-16 |       |       |     | 2016-17 |       |       |     |
|----|---------|-------|-------|-----|---------|-------|-------|-----|---------|-------|-------|-----|
|    | 班級平均人數  | 班級數量* |       |     | 班級平均人數  | 班級數量* |       |     | 班級平均人數  | 班級數量* |       |     |
|    |         | 1-20  | 21-32 | 33+ |         | 1-20  | 21-32 | 33+ |         | 1-20  | 21-32 | 33+ |
| K  | 23      |       | 3     |     | 24      |       | 3     |     | 24      |       | 3     |     |
| 1  | 27      |       | 4     |     | 24      |       | 4     |     | 25      |       | 4     |     |
| 2  | 27      |       | 4     |     | 28      |       | 4     |     | 26      |       | 4     |     |
| 3  | 28      |       | 4     |     | 28      |       | 4     |     | 27      |       | 4     |     |
| 4  | 35      |       |       | 3   | 32      |       | 4     |     | 31      |       | 4     |     |
| 5  | 29      | 1     | 1     | 3   | 35      |       |       | 4   | 32      |       | 3     | 1   |

\*班級數量用於表示有多少班級屬於每一個班級規模 (每一班級的學生總人數範圍) 類別。

### 學習輔導員及其他輔助人員 (2016-17學年)

| 職位                 | 分派予學校的等同一名全職員工 (FTE) 數量* | 每位學習輔導員負責的平均學生人數 |
|--------------------|--------------------------|------------------|
| 輔導員 (社會/行為或職業發展)   | 0.5                      | N/A              |
| 圖書館媒體教師 (圖書管理員)    |                          | N/A              |
| 圖書館媒體服務人員 (輔助專職人員) | 0.50                     | N/A              |
| 心理學家               | 0.60                     | N/A              |
| 社會工作者              |                          | N/A              |
| 護士                 | 0.20                     | N/A              |
| 口語/語言/聽力專家         | 0.80                     | N/A              |
| 資源專家 (非授課人員)       | 0.50                     | N/A              |
| 其他                 | 1.4                      | N/A              |

注：內含「N/A」的方格無需填寫數據。

\*等同一名全職員工 (FTE) 指的是一名全職工作的職工；1個FTE也可等於從事一半全職工作的2名職工。

### 每位學生開支和學校教師薪資 (2015-16財年)

| 範圍          |          |              |               | 教師平均薪資   |
|-------------|----------|--------------|---------------|----------|
|             | 每位學生的總支出 | 每位學生的支出 (受限) | 每位學生的支出 (不受限) |          |
| 學校          | \$5,943  | \$977        | \$4,967       | \$78,626 |
| 學區          | N/A      | N/A          | \$7,500       | \$81,678 |
| 學校與學區一百分比差異 | N/A      | N/A          | -33.8         | 3.9      |
| 州           | N/A      | N/A          | \$6,574       | \$77,824 |
| 學校與州一百分比差異  | N/A      | N/A          | -10.3         | 14.2     |

注：內含「N/A」的方格內無需填寫數據。

### 獲取經費的服務類型 (2016-17財年)

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

**教師及行政人員薪資 (2015-16財年)**

| 類別          | 學區金額      | 針對同一類別學區的州平均值 |
|-------------|-----------|---------------|
| 初任教師薪資      | \$45,760  | \$48,522      |
| 中級教師薪資      | \$73,930  | \$75,065      |
| 最高教師薪資      | \$103,090 | \$94,688      |
| 校長平均薪資 (小學) | \$121,740 | \$119,876     |
| 校長平均薪資 (初中) | \$130,512 | \$126,749     |
| 校長平均薪資 (高中) | \$139,954 | \$135,830     |
| 督學薪資        | \$276,250 | \$232,390     |
| 教師薪資預算百分比   | 40%       | 37%           |
| 行政人員薪資預算百分比 | 5%        | 5%            |

如需瞭解詳細薪資資訊，請查看CDE「持證教師薪資與福利」網頁，網址：<http://www.cde.ca.gov/ds/fd/cs/>。

**專業發展**

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 four years, Quail Summit Elementary School held staff development devoted to:

- Prepare to Implement 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
- \* Charlotte Knox Writing Strategies
- \*Daily 5/CAFE
- \*Mathematical Practices
- \*Janice Pilgreen-EL strategies
- \*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

Three district-wide staff development days were focused on Common Core implementation and development of units of study. During the year, teachers attended all day training on Depth of Knowledge, Essential Questions and 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.

During the 2017-2018 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:

Rigby Assessment Review (Before school voluntary training)

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.

Google Classroom

Curriculum Council TK-K