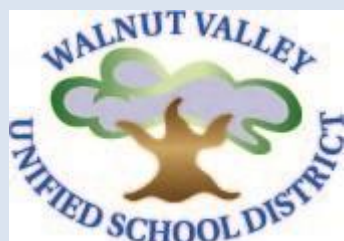




Quail Summit Elementary School

23330 East Quail Summit Drive • Diamond Bar CA, 91765 • (909) 861-3004 • Grades K-5
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Walnut Valley Unified School District

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**Assistant Superintendent,
Educational Services**

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 Summits 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.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	72
Grade 1	99
Grade 2	104
Grade 3	106
Grade 4	125
Grade 5	129
Total Enrollment	635

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0
Asian	60.6
Filipino	2
Hispanic or Latino	20.6
Native Hawaiian or Pacific Islander	1.6
White	7.6
Two or More Races	4.6
Socioeconomically Disadvantaged	11.2
English Learners	14.8
Students with Disabilities	6.5
Foster Youth	0.2

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			
Quail Summit Elementary School	15-16	16-17	17-18
With Full Credential	25	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Walnut Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	633
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Quail Summit Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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 SARC's 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.

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

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 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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 31, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	82	77	74	75	48	48
Math	83	81	72	73	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	89	89	84	84	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.6	20.5	56.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	139	137	98.6	89.1
Male	72	71	98.6	87.3
Female	67	66	98.5	90.9
Asian	93	93	100.0	91.4
Filipino	12	12	100.0	91.7
Hispanic or Latino	20	19	95.0	79.0
Socioeconomically Disadvantaged	23	22	95.7	81.8
English Learners	18	18	100.0	44.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	366	358	97.81	77.09
Male	187	183	97.86	75.41
Female	179	175	97.77	78.86
Black or African American	11	10	90.91	50
Asian	225	221	98.22	85.97
Filipino	--	--	--	--
Hispanic or Latino	72	71	98.61	53.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.43	74.07
Two or More Races	17	16	94.12	81.25
Socioeconomically Disadvantaged	46	45	97.83	60
English Learners	107	102	95.33	71.57
Students with Disabilities	29	27	93.1	25.93
Foster Youth	--	--	--	--

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 2016-17 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	366	362	98.91	81.22
Male	187	185	98.93	82.16
Female	179	177	98.88	80.23
Black or African American	11	10	90.91	50
Asian	225	225	100	92
Filipino	--	--	--	--
Hispanic or Latino	72	71	98.61	57.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.43	59.26
Two or More Races	17	16	94.12	81.25
Socioeconomically Disadvantaged	46	45	97.83	66.67
English Learners	107	106	99.07	81.13
Students with Disabilities	29	27	93.1	29.63
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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 September 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.45	1.33	0.3
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.42	1.34	1.19
Expulsions Rate	0	0	0.01
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.80
Resource Specialist	0.50
Other	1.4
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Number of Classrooms*											
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	24	24				3	3	3			
1	27	26	24				4	4	4			
2	27	26	28				4	4	4			
3	28	26	28				4	4	4			
4	35	35	32	1					4	3	4	
5	35	35	35	1						3	4	4
Other	9		5	1		1						

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

Professional Development provided for Teachers

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,760	\$48,522
Mid-Range Teacher Salary	\$73,930	\$75,065
Highest Teacher Salary	\$103,090	\$94,688
Average Principal Salary (ES)	\$121,740	\$119,876
Average Principal Salary (MS)	\$130,512	\$126,749
Average Principal Salary (HS)	\$139,954	\$135,830
Superintendent Salary	\$276,250	\$232,390
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 <http://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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,943	\$977	\$4,967	\$78,626
District	♦	♦	\$7,500	\$81,678
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-33.8	3.9
Percent Difference: School Site/ State			-10.3	14.2

* Cells with ♦ do not require data.