

Walnut Valley Unified School District Quail Summit Elementary School

Grades K through 5
Alysia Hobbs, Principal



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2006-07 School Accountability Report Card

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The statistical information disclosed in this report is obtained from the California Department of Education and the Walnut Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available.

Principal's Message

I'd like to welcome you to 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 Elementary School provides a warm, stimulating environment where students are actively involved in learning academics, as well as focusing on their social and emotional well-being. Students receive a rigorous standards-based curriculum by dedicated professional staff and prescriptive to the individual needs of each child. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students will achieve academic proficiency.

A special emphasis is placed on providing an instructional program designed to encourage student confidence and increase subject matter proficiency. Staff and parents partner together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its programs. We welcome and appreciate all support of our efforts.

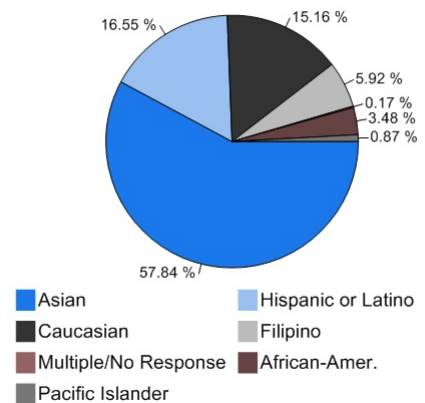
Mission Statement

The mission of Walnut Valley Unified School District is to be recognized as a premier educational community by focusing on students and providing them with a high quality education to become critical thinkers who are independent, caring members of our changing society.

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. At the beginning of the 2006-07 school year, 574 students were enrolled, including 10% in special education, 9% qualifying for English Learner support, and 9% qualifying for free or reduced price lunch. Quail Summit Elementary School achieved a 2007 Academic Performance Index (API) score of 908 and met all 2007 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity
2006-07 Enrollment: 574



Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Quail Summit Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), Apenda 3, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, Quail Summit Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2006-07 fitness exam, 56.8% of fifth grade students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Quail Summit Elementary School			District			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Language Arts	74	73	73	69	70	71	40	42	43
Math	80	85	84	67	68	68	38	40	40
Science	64	66	71	53	69	72	27	35	38
Social Science				61	63	66	32	33	33

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Quail Summit Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	36		80	65	57	*	74
Math	43		94	81	65	*	78
Science	*		81	*	39		64
Social Science							

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Quail Summit Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	69	77	23	57	46	
Math	83	85	62	78	59	
Science	74	67	8	55	23	
Social Science						

CAT/6 Test Results
All Students
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Quail Summit Elementary School			WVUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
	Reading	61	62	57	66	67	67	41	42
Math	80	90	85	80	83	82	52	53	53

CAT/6 Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Quail Summit Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	Reading	*		64	*	54	
Math	*		90	*	69		*

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Quail Summit Elementary School						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
	Reading	43	71	*	*	*	
Math	86	84	*	*	*		

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. Students in grades three and seven participated in this assessment. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. Additional details, including grade level results, can be obtained from the CDE's website <http://star.cde.ca.gov/>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to school type and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	10	10	10
Similar Schools Rank	1	3	3

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2007	2005	2006	2007
Schoolwide - All Students	908	25	11	-2
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	944	25	-3	-4
Filipino	*	*	*	*
Hispanic or Latino	819	20	12	16
Pacific Islander	*	*	*	*
Caucasian	908	31	32	6
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2005, 2006, and 2007 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2006-07 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/Language Arts and 26.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or increasing the API growth by 1 point. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2006-07		
<i>Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	MHES	WVUSD
Overall Results	Yes	Yes
<i>Participation Rate - 2006-07</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
API Score 590 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	Yes

Title I Program Improvement (PI) Status		
	MHES	WVUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon

their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2006-07, Quail Summit Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd, teacher websites, the school marquee, and Parent Organizer. Contact the front office at (909) 861-3004 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Library Assistant
Room Mom
Mother's Workshop

Committees

School Site Council
English Learner Advisory Council
Community Club

School Activities

Family Night
Literacy Nights
Math Nights
Parent Training
Family GATE Night

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and

functional through proper facilities maintenance and campus supervision. Quail Summit Elementary School's original facilities were built in [provide date built]; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Quail Summit Elementary School. The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- Classroom Cleaning
- Trash Removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Restroom Cleanup
- Cafeteria Cleanup
- Office Area Cleaning
- Cleaning Desks and Whiteboards

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
	Quantity
Permanent Classroom	15
Portable Classroom	11
Restroom (student use)	3 sets
Media Center	1
Staff Lunch/Work Room	1
Multipurpose Room	1
Mothers Workshop Room	1

Deferred Maintenance

Quail Summit Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, Quail Summit Elementary School received \$23,732 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Floor Systems
- Paving
- Asbestos
- Wall Systems

Facilities Inspection

The district's maintenance department inspects Quail Summit Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Quail Summit Elementary 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, May 06, 2008. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2006-07, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, May 06, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As

students arrive on campus each morning, teachers are strategically assigned to designated entrance areas and the playground. During recess, noon aides supervise playground activity. Noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

Quail Summit Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site 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 staff in January 2008.

Classroom Environment

Instructional Time

All instructional time offered at Quail Summit Elementary School either meets or exceeds California's Education Code requirements. For the 2006-07 school year, Quail Summit Elementary School offered 180 days of instruction comprised of 172 regular days and 8 minimum days. Minimum days were used for parent conferences, professional development, and last day of school.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Grade Level	Instructional Minutes 2006-07	
	Actual Minutes Offered	State Requirement
K	47,000	36,000
1-3	54,230	50,400
4-5	54,224	54,000

Discipline & Climate for Learning

Quail Summit Elementary School's discipline policies are based upon Building Moral Intelligence by Dr. Michele Borba, which is used as a guide to develop school rules, develop behavior management programs, establish character education programs, develop student recognition programs, develop

good citizenship, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Quail Summit Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Disciplinary measures are applied in a fair, firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include a talk with the student, loss of recess, time-out, meeting with the principal, and parent contact.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the classroom by their teacher and principal visits each classroom and discusses school rules. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior through their "I Can Goals".

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of each month. Quail Summit Elementary School sponsors the following behavioral incentives: Student of the Month and Character Champion Blue Slips. Academic honors include Character Champions and Renaissance Academic Award.

	Suspensions & Expulsions		
	MHES		
	04-05	05-06	06-07
Suspensions (#)	0	0	0
Suspensions (%)	0.00 %	0.00 %	0.00 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
WVUSD Elementary Schools			
Suspensions (#)	1	1	0
Suspensions (%)	0.02 %	0.02 %	0.00 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Quail Summit Elementary School participates in the state's Class Size Reduction Program (CSR), which provides funding to reduce K-3 class sizes to 20 students or less. During the 2006-07 school year, 100% of Quail Summit Elementary School's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2004-05	2005-06	2006-07
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	100 %	100 %	100 %

Class Size Distribution Self-Contained Classes				
Grade	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.0	5		
1	19.8	5		
2	19.8	5		
3	19.8	5		
4	33.8		1	3
5	33.3			4
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.8	5		
1	18.2	5		
2	19.4	5		
3	20.0	5		
4	35.0			3
5	32.5		2	2
Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	6		
1	20.0	4		
2	18.4	5		
3	19.8	5		
4	35.0			3
5	31.0		3	1

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Quail Summit Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum. Decisions concerning selection of staff development activities are performed by Leadership Team using

tools such as data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2006-07 school year, Quail Summit Elementary School held three (3) staff development days devoted to:

- Reading Comprehension Strategies
- Data Works
- Practical ideas to stimulate creative thinking for elementary school teachers
- Math, Science, and Technology
- Michelle Borba's Moral Intelligence
- Guided Inquiry
- Integrating Physical education with Curriculum
- Professional Learning Communities

Quail Summit Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

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 05, 2007, 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 #08-04 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		
Adoption Year	Publisher & Series	Grades
English Language Development		
2002	Hampton Brown, <i>ESL Library-Super Classroom Sets</i>	K-5
History-Social Science		
2003	Harcourt School Publishers, <i>Reflections: California Series</i>	K-5
Language Arts		
2003	Houghton Mifflin Company, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-5
Math		
2004	Houghton Mifflin Harcourt School Publishers, <i>California HSP Math</i>	K-5
Science		
2001	Harcourt School Publishers, <i>California Science</i>	K-5

School Leadership

The administrative team is comprised of the principal and the Educational Learning Specialist (ELS), who work closely with teachers, parents, and school staff. Principal Alysia Hobbs is responsible for the day-to-day operations of the school and overall instructional program. The principal and the ELS work as a team to fulfill the many responsibilities associated with running an effective educational program. Also coordinating efforts with the principal is the Leadership Team, comprised of the principal, the ELS, and grade level representatives. The Leadership Team meets monthly throughout the year to discuss operational and curricular issues and address staff development needs.

Principal Alysia Hobbs has been in the educational field for 10 years and serving Quail Summit Elementary School for one year (as of 2007-08). Previous positions held in other schools include: assistant principal, classroom teacher, and literacy coach. Principal Alysia Hobbs holds a bachelor's degree in Liberal Studies, a master's degree in Educational Leadership, a Clear Multiple Subject Teaching Credential, a Clear Specialist Instruction Credential in Special Education, and a Clear Administrative Services Credential.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and

instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 4 through 5 who have been identified as academically gifted through district-administered assessments. Students are clustered by grade level to receive differentiated instruction. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Quail Summit Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners receive small group and/or individualized instructional support in the classroom from bilingual aides who collaborate with the student's teacher to provide support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided in the classroom by home room teacher with bilingual aide support. Quail Summit Elementary School's teachers utilize Hampton Brown's Into English series, a state-approved reading intervention program and textbook adoption. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate and adjust individualized learning strategies. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Quail Summit Elementary School's special education program is staffed by instructional aides and designated specialists. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Quail Summit Elementary School takes advantage of the district's participation in the East San Gabriel Valley Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Quail Summit Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results

and district benchmark assessments, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Comprehension Club
- Project Read

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Substitute Teachers

Quail Summit Elementary School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, an available fully credentialed staff member will fill the role of the substitute.

Substitutes are available through a district pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)
- A 30-day substitute permit

Teacher Evaluations

Evaluation procedures and criteria for Quail Summit Elementary School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Tenured

teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to prepare an improvement plan in collaboration with the school administrator; teacher's evaluations are conducted annually until a satisfactory evaluation is obtained. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Counseling & Support Staff

Quail Summit Elementary provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Quail Summit Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2006-07		
	No. of Staff	FTE
Nurse*	1	0.1
Psychologist	1	1.0
Speech/Language/Hearing Specialist	1	1.0

*as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2006-07 school year, Quail Summit Elementary had 31 teachers who met all credential requirements in accordance with state guidelines. All of Quail Summit Elementary's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject

areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials & Assignments				
	MHES			WVUSD
	04-05	05-06	06-07	06-07
Total Teachers	30	31	31	679
Teachers with full credentials	30	31	31	661
Teachers without full credentials	0	0	0	18
Teachers in alternate routes to certification	0	0	0	11
Pre-Internship	0	0	0	1
Teachers with emergency permits	0	0	0	7
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	26
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	MHES	WVUSD
	07-08	07-08
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2006-07		
	MHES	WVUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	29.0 %	35.2 %
Master's degree	41.9 %	29.2 %
Bachelor's degree plus 30 or more semester hours	29.0 %	28.9 %
Bachelor's degree	0.0 %	6.0 %
Less than Bachelor's degree	0.0 %	0.0 %

Percentage of Core Classes 2006-07		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
	Quail Summit Elementary School	100.0 %
District Totals		
All Schools	97.0 %	4.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	96.6 %	3.4 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2005-06 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2005-06		
	WVUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$38,639
Mid-Range Teacher Salary	\$62,408	\$60,735
Highest Teacher Salary	\$80,113	\$76,906
Superintendent Salary	\$184,842	\$169,243
Average Principal Salaries:		
Elementary School	\$102,479	\$96,766
Percentage of General Fund Expenditures for:		
Teacher Salaries	44.3%	41.9%
Administrative Salaries	4.7%	5.2%

Expenditures Per Student

For the 2005-06 school year, Walnut Valley Unified spent an average of \$6,321 of total general funds to educate each student (based on 2005-06 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services,

facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Walnut Valley Unified receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received categorical, special education, and support programs funds for:

- Cal-SAFE
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials
- Peer Assistance & Review
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development
- Targeted Instruction Improvement Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Vocational and Applied Technology

Expense of Education Per Pupil 2005-06					
	Dollars Spent per Student				
	MHES	WVUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Size & Type	
ADA*	567	15075	N/A	N/A	N/A
Total**	\$5,147	\$6,859	75.05	N/A	N/A
Restr.†	\$385	\$1,778	21.65	N/A	N/A
Unrestr.††	\$4,762	\$5,080	93.74	\$4,943	96.34
Avg. Teacher Salary	\$61,807	\$65,739	94.02	\$59,934	103.13

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student