

Quailwood Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Quailwood Elementary School
Street	7301 Remington Ave.
City, State, Zip	Bakersfield, CA 93309-1224
Phone Number	(661) 832-6415
Principal	Mrs. Kim Carlson
E-mail Address	kicarlson@fruitvale.net
Web Site	http://quailwood.fruitvale.k12.ca.us
CDS Code	15634796101588

District Contact Information	
District Name	Fruitvale Elementary School District
Phone Number	(661) 589-3830
Superintendent	Mary Westendorf, Ed.D
E-mail Address	mawestendorf@fruitvale.net
Web Site	www.fruitvale.k12.ca.us/district

School Description and Mission Statement (Most Recent Year)

Quailwood Elementary School enjoys strong parent and community support. The Quailwood Parent Club, School Site Council, and Principal's Advisory meet regularly to plan, discuss site issues and implement projects beneficial to the school. There is extensive use of community resources in support of the educational program.

Quailwood has been recognized in 1987, 1992, 1995 and 2000 by the California Department of Education’s Distinguished School Program. In 1992, Quailwood was named a National Blue Ribbon School by the U.S. Department of Education. The school’s strong instructional leadership team, parent involvement and the quality of its programs were cited by State and National review teams. Quailwood students have twice competed as California State Champions in the National History Day finals, taking second place in Group Media in 1997.

Quailwood demographics in 2013-2014 consisted of 4.5% African American, .3% American Indian, 1.0% Filipino, 33.8% Hispanic or Latino, 39.6% White, 3.8% two or more races and 16.9% none reported. 3.3% of the student body are designated English Learners and 44.4% of the enrollment are receiving free or reduced price meals for school breakfast and lunch.

In the pursuit of the Fruitvale District’s fundamental goal of striving for excellence in education, Quailwood School’s mission will be to maintain an environment where each of the following goals are achieved:

- Students will be continuously encouraged, motivated, and respected for their individual differences.
- Students will be provided with a wide range of academic and non-academic experiences to enhance their learning.
- Teachers and administrators will continue to cooperate with parents to ensure students achieve not only academically but also develop personal values of self esteem, honesty and responsibility.

Teachers and administrators will continue their commitment to innovative programs, parent education, staff development, and shared decision making.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	95
Grade 1	45
Grade 2	52
Grade 3	52
Grade 4	65
Grade 5	46
Grade 6	41
Ungraded Elementary	
Total Enrollment	396

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.3
Asian	0.0
Filipino	1.0
Hispanic or Latino	33.8
Native Hawaiian or Pacific Islander	0.0
White	39.6
Two or More Races	3.8
Socioeconomically Disadvantaged	44.7
English Learners	3.3
Students with Disabilities	6.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	17	18	19	150
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	98.22	1.78
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	97.90	2.10

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K – Starfall 2008-09 1-6 gr. McMillan/McGraw Hill Treasures 2013-14	Yes	0
Mathematics	K-6 McMillan McGraw-Hill 2014-15	Yes	0
Science	McMillan-McGraw Hill 2008-09	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	K-5 Pearson Scott Foresman 2006-07 Gr. 6 Harcourt Brace 2006-07	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

The original Quailwood School buildings opened during the 1980-81 school year. Since then four additional projects have added to the school's facility, the most recent of which was completed in 1989. The school is included in the District five-year deferred maintenance plan that is submitted to the State. On-going maintenance and painting is regularly scheduled for the campus.

The Director of Maintenance, Operations and Transportation oversees the team of custodial staff assuring that classrooms, offices, restrooms, and the campus grounds are kept clean and safe. Custodians are on hand during the day and evenings, at each school site. School grounds are mowed and maintained on a weekly basis. Communication is ensured by the use of two-way radios at each school site for daily use and in case of emergency.

The data reported is the determination of good repair as documented in a complete Interim Evaluation Instrument. The school site inspection was completed on May 6, 2014.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: May 6, 2014				
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 Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	63	47	47	71	69	65	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	65
All Student at the School	47
Male	53
Female	43
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	
White	68
Two or More Races	
Socioeconomically Disadvantaged	32
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	69	64	59	69	72	69	54	56	55
Mathematics	66	66	63	64	67	65	49	50	50
History-Social Science				76	80	77	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	6
Similar Schools	5	4	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	35	0	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	34	16	-14
Native Hawaiian/Pacific Islander			
White	33	-6	-22
Two or More Races			
Socioeconomically Disadvantaged	38	6	-8
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.7	19.6	56.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parents support their children's academic efforts and their development as responsible members of society by helping their students at home with their school work, attending conferences and providing a caring environment.

Fruitvale encourages parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Parent Clubs at each school are currently active in providing many activities for Fruitvale School District students. They work together to assist in school programs and community projects. Please contact the school for specific information and opportunities for parent involvement.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.9	2.3	1.9	4.7	3.1	3.3	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The School Safety Plan is revised yearly taking into account staff changes as well as content revisions. The Emergency Preparedness portion of the plan is modeled after State Standardized Emergency Management System.

The plan is dedicated to the ongoing enhancement of all aspects of school safety including:

- Maintenance of safe and orderly learning environment by maintaining the buildings and grounds to a high standard.
- Student transition to and from school with instructions on how to cross streets safely and a crossing guard posted by the school. Along with this there is a Transportation Safety Plan that includes instructions on how to board and exit the bus safely, how the red cross-over lights are used and annual evacuation exercises.
- Student behavior and discipline is outlined in the plan and is given to the parents and students via the Student/Parent handbook at the beginning of the school year.
- Disaster preparedness is accomplished by training the staff to respond to natural disasters or evacuations due to potential hazards. Many of the staff are trained in first aid and CPR procedures along with triage, search and rescue and student security in the event of an emergency.
- Playground and classroom facilities and equipment are inspected annually with written reports of the findings. The play equipment has been inspected by a certified playground inspector and there is an ongoing maintenance program to improve the safety of the equipment. A quarterly inspection of the buildings, grounds and play equipment is done by the Lead Custodian and documented on a standard form.

- Student, parent and staff safety training is done on an ongoing basis through in-services, fire and earthquake drills and parent universities.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement*	Year 1	Year 2
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	2	0	19	1	2		24		4	
1	23	1	1	0	19	1	2		23		2	
2	25	0	3	0	26		2		26		2	
3	23.5	0	2	0	29		2		26		2	
4	26	0	2	0	25		2		33		1	1
5	24	0	2	0	21	1	1		23	1	1	
6	26	0	1	0	24	1	1		21	1	1	
Other												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	408
Counselor (Social/Behavioral or Career Development)	0.25	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.4	---
Social Worker	0	---
Nurse	0.45	---
Speech/Language/Hearing Specialist	04	---
Resource Specialist	0	---
Other	0.2	---

Note: Cells with "----" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,547	\$617	\$4,930	73,418
District	---	---	\$5,531	\$67,766
Percent Difference: School Site and District	---	---	-10.9	8.3
State	---	---	\$4,690	\$67,289
Percent Difference: School Site and State	---	---	5.1	9.1

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Quailwood offers a wide range of services to assist in the individual needs and development of its students. These programs include a Reading Clinic directed by a Title I Reading Teacher and Instructional Aides that provide additional instruction in reading using researched-based materials for students below grade level. An English Language Development program is in place for English learners to help develop language skills and gain language proficiency.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,000	\$41,535
Mid-Range Teacher Salary	\$62,566	\$64,101
Highest Teacher Salary	\$78,467	\$82,044
Average Principal Salary (Elementary)	\$95,984	\$104,336
Average Principal Salary (Middle)	\$98,864	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$131,017	\$155,309
Percent of Budget for Teacher Salaries	44	41
Percent of Budget for Administrative Salaries	5	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Staff development priorities for 2011-12 include analyzing student assessment, unwrapping the standards and technology.

Training and staff development are provided at both the District and individual school site level. Fruitvale School District is part of the Kern County BTSA (Beginning Teacher Support and Assessment) Consortium. In the BTSA program, first and second year credentialed teachers are paired with District BTSA support providers who will mentor them in the California Standards for the teaching profession.

Teachers who have met California's subject matter requirements, but who are not fully credentialed will participate in the Intern program. Intern teachers will be paired with a credentialed teacher to participate in a planned sequence of instruction to obtain a California Teaching credential.

Inservice training and curriculum improvement is administered by the Director of Curriculum/Staff Development in conjunction with the Principal, School Site Council, mentor teachers, and various teacher advisory groups. Professional Development occurs twice each school year for .5 days each time. Students are dismissed on a Minimum Day Schedule at 12:30. In addition, "time banking" allows for an early release one day per week for grades three-six. Students are dismissed 50 minutes early every Wednesday.