

Quailwood Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

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/pages/QuailwoodES
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 (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	56
Grade 1	66
Grade 2	66
Grade 3	50
Grade 4	43
Grade 5	50
Grade 6	59
Total Enrollment	390

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.3
Hispanic or Latino	44.4
Native Hawaiian or Pacific Islander	0
White	42.8
Two or More Races	5.6
Socioeconomically Disadvantaged	47.2
English Learners	3.3
Students with Disabilities	8.5
Foster Youth	0.5

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	19	18	149
Without Full Credential	0	0	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District	97.7	2.3
Low-Poverty Schools in District	100.0	0.0

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 2016-17)

Year and month in which data were collected: October 2016

Subject	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-8 Houghton Mifflin Go Math 2015-16	Yes	0
Science	McMillan-McGraw Hill 2008-09	Yes	0
History-Social Science	K-5 Pearson Scott Foresman 2006-07 Gr. 6 Harcourt Brace 2006-07	Yes	0

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. 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 March 24, 2016.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 24, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 24, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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)

Year and month of the most recent FIT report: March 24, 2016				
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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	43	52	55	61	44	48
Mathematics	29	42	39	48	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	52	52	100.0	48.1
	4	44	44	100.0	56.8
	5	50	50	100.0	50.0
	6	59	59	100.0	52.5
Male	3	29	29	100.0	41.4
	4	20	20	100.0	50.0
	5	27	27	100.0	40.7
	6	26	26	100.0	42.3
Female	3	23	23	100.0	56.5
	4	24	24	100.0	62.5
	5	23	23	100.0	60.9
	6	33	33	100.0	60.6
Hispanic or Latino	3	23	23	100.0	56.5
	4	17	17	100.0	52.9
	5	20	20	100.0	50.0
	6	30	30	100.0	60.0
White	3	21	21	100.0	38.1
	4	25	25	100.0	60.0
	5	21	21	100.0	66.7
	6	19	19	100.0	52.6
Socioeconomically Disadvantaged	3	30	30	100.0	40.0
	4	26	26	100.0	46.1
	5	27	27	100.0	40.7
	6	32	32	100.0	43.8

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	52	52	100.0	53.9
	4	44	44	100.0	40.9
	5	50	50	100.0	30.0
	6	58	58	100.0	43.1
Male	3	29	29	100.0	62.1
	4	20	20	100.0	35.0
	5	27	27	100.0	18.5
	6	26	26	100.0	42.3
Female	3	23	23	100.0	43.5
	4	24	24	100.0	45.8
	5	23	23	100.0	43.5
	6	32	32	100.0	43.8
Hispanic or Latino	3	23	23	100.0	43.5
	4	17	17	100.0	29.4
	5	20	20	100.0	35.0
	6	30	30	100.0	46.7
White	3	21	21	100.0	66.7
	4	25	25	100.0	48.0
	5	21	21	100.0	38.1
	6	19	19	100.0	57.9
Socioeconomically Disadvantaged	3	30	30	100.0	43.3
	4	26	26	100.0	30.8
	5	27	27	100.0	18.5
	6	32	32	100.0	37.5

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	54	56	65	64	66	60	56	54

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	50	50	100.0	56.0
Male	27	27	100.0	51.9
Female	23	23	100.0	60.9
Hispanic or Latino	20	20	100.0	45.0
White	21	21	100.0	76.2
Socioeconomically Disadvantaged	27	27	100.0	51.9

Note: 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.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26	34	34

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 (School Year 2016-17)

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.6	0.7	3.3	3.1	2.4	4.4	3.8	3.7
Expulsions	1.9	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	24		4		20	1	3		19	3		
1	23		2		29		2		26		3	
2	26		2		28		2		28		2	
3	26		2		26		2		26		2	
4	33		1	1	27		2		22		2	
5	28		1		23	1	3		25		2	
6	30		2		58	1	3	2	29		2	

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	383
Counselor (Social/Behavioral or Career Development)	0.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.45	N/A
Speech/Language/Hearing Specialist	04	N/A
Resource Specialist	0	N/A
Other	0.2	N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4068	591	3477	74203
District	N/A	N/A	3378	\$68,247
Percent Difference: School Site and District	N/A	N/A	2.9	8.7
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-38.8	3.6

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,000	\$44,507
Mid-Range Teacher Salary	\$65,719	\$68,910
Highest Teacher Salary	\$82,240	\$88,330
Average Principal Salary (Elementary)	\$101,509	\$111,481
Average Principal Salary (Middle)	\$102,013	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$145,484	\$169,821
Percent of Budget for Teacher Salaries	43%	39%
Percent of Budget for Administrative Salaries	6%	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 (Most Recent Three Years)

Staff development priorities 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.