Rolling Hills Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Rolling Hills Elementary School
Street	15255 Penasquitos Drive
City, State, Zip	San Diego, CA 92129-1016
Phone Number	858-672-3400
Principal	Libby Keller
Email Address	ekeller@powayusd.com
Website	https://www.powayusd.com/Schools/ES/RHES/Home
County-District-School (CDS) Code	37682966097208

Entity	Contact Information
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	krens@powayusd.com
Website	www.powayusd.com

School Description and Mission Statement (School Year 2019-20)

Built in 1978, Rolling Hills Elementary School recently celebrated its 40th anniversary of helping students learn and grow in our Rancho Penasquitos community. Currently our school educates 435 students in Transitional Kindergarten through fifth grade, including 20 students on the Autism Spectrum in Special Day classes. We also educate over 90 preschool students in our two full day regular preschool classes, two half-day state-funded preschool classes, and one Autism Spectrum preschool class. The PUSD daycare for children of employees, known as the Poway Early Learning Center (PEARL Center), resides on campus and provides day care services for around 45 children from six weeks to three years of age. This range of ages allows for unique opportunities on our campus for cross-age and cross-grade learning experiences.

Rolling Hills enjoys the support of an active school Foundation and many parent and community volunteers. The Foundation supports our school and community goals to provide resources that address the needs of the "whole child." In addition to providing resources for academic intervention, our Foundation provides funds for instruction in music, physical education, and technology, areas that we consider essential components to a well-rounded education. By providing a rich educational experience for all students with multiple pathways to access learning, we believe our students gain confidence in themselves, advocate for their learning, and understand the importance of being a lifelong learner. Our community members often refer to Rolling Hills as a "hidden gem" in Poway; we are proud of the positive energy and joy in learning evident throughout our campus as we work together to meet and exceed our goals.

Mission: Rolling Hills is dedicated to reaching each student by building positive relationships, providing a rigorous and relevant education, and instilling the positive values and attitudes that are necessary for college and career readiness and lifelong success in a diverse and global society.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	93
Grade 1	67
Grade 2	79
Grade 3	65
Grade 4	49
Grade 5	64
Total Enrollment	417

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	10.8
Filipino	6.7
Hispanic or Latino	18.2
White	50.4
Two or More Races	9.1
Socioeconomically Disadvantaged	17
English Learners	16.8
Students with Disabilities	12.5
Foster Youth	0.2
Homeless	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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	24	25	1,562
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 6/29/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners has a textbook as required by State of California. Appropriate materials and textbooks are available for each child to use in class and to assist with homework. All textbooks are aligned with California Content Standards and approved for use by the State and PUSD.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the State of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Health	Teachers supplement classroom instruction with lessons from the Too Good for Drugs program.		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	The Arts Attack Program is provided for staff use in support of visual arts. The Foundation provides funding for an Artist in Residence for general music instruction for 19 weeks of the year.		

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

Year and month of the most recent FIT report: 05/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Roofs need to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	83	84	74	76	50	50
Mathematics (grades 3-8 and 11)	75	84	67	70	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	176	98.88	1.12	84.09
Male	89	88	98.88	1.12	85.23
Female	89	88	98.88	1.12	82.95
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	18	18	100.00	0.00	100.00
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	39	39	100.00	0.00	76.92
Native Hawaiian or Pacific Islander					
White	90	88	97.78	2.22	88.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	60.00
Socioeconomically Disadvantaged	40	40	100.00	0.00	67.50
English Learners	33	32	96.97	3.03	78.13
Students with Disabilities	23	23	100.00	0.00	56.52
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	176	98.88	1.12	83.52
Male	89	88	98.88	1.12	86.36
Female	89	88	98.88	1.12	80.68
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	18	18	100.00	0.00	100.00
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	39	39	100.00	0.00	76.92
Native Hawaiian or Pacific Islander					
White	90	88	97.78	2.22	87.50
Two or More Races	15	15	100.00	0.00	60.00
Socioeconomically Disadvantaged	40	40	100.00	0.00	70.00
English Learners	33	32	96.97	3.03	78.13
Students with Disabilities	23	23	100.00	0.00	30.43
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.0	37.1	33.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Rolling Hills recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. Parents are included in the continuous improvement process and serve in an advisory capacity on committees. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, Book Fairs, Fun Run, Field Trips, Classroom Support, School Site Council, and the Rolling Hills Foundation. The Rolling Hills Foundation sponsors family events throughout the school year which promote parent involvement, fundraising, and family fun activities. In addition, the Foundation sponsors our Literacy Garden where parent and community volunteers work with classrooms in planting and harvesting vegetables and fruits which are donated in the summer to a needy family lunch program. The Foundation raises funds for SMART programs and currently supports science, music, art, recreation (PE) and technology programs as well as school assemblies and family events. Each week the principal sends Connect-ED email and/or phone messages to our parent community regarding current events, important information, and school news as well as maintains a school Instagram account. Parent and student surveys provide school staff with useful feedback and information, which is then used to set future goals and expand opportunities for parent involvement.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	0.6	0.9	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Rolling Hills places strong emphasis on safety for students and staff. We are committed to ensuring a safe, orderly, and attractive learning environment by assuring the following:
- A comprehensive emergency/safety plan and search and rescue plans are reviewed and updated at the beginning of every school year and as needed throughout the year. The Site Safety Plan includes two goals: (1) Social Climate: to promote a culture of kindness to improve overall community relations; and (2) Physical Safety: to develop, implement, and communicate site procedures for intruder on campus.
- A school Safety Committee comprised of representatives from all site based programs, law enforcement, and parents meets yearly to discuss and review the safety plan, drill procedures, and to address improvements where needed and as needed.
- Annual staff and student training procedures and drills for earthquakes, fire, lock down, search/rescue, and bus evacuation are held.
- Annual fire inspections are conducted by our local Fire Department.
- Maintenance staff consistently inspects school grounds, play equipment, and buildings to ensure a safe environment and to prevent costly repairs.

- The Connect-ED system is used by the principal to contact all families by phone and e-mail.The system is also a valuable communication support in emergency situations.
- The school has an up to date Asbestos Plan and complies with all District and State safety policies and expectations.
- During the school day all access gates are secured and visitors and volunteers must enter through the main school office where they sign into the Help Counter computer based visitor system, and must wear an identification badge while on the school grounds.
- For student safety and supervision before and after school hours, the Extended Student Services (ESS) program is available to parents for our TK-5 students.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	4		22	1	4		23	1	3	
1	25		3		24		3		21	1	2	
2	25		2		24		3		25		3	
3	26		3		26		2		22		3	
4	25		3		27		2		25		2	
5	20	1	2		39		3	1	43		2	1
Other**									10	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1042.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	2.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,385.65	1,773.31	6,612.34	82,705.22
District	N/A	N/A	7,536.45	$79,082.00
Percent Difference - School Site and District	N/A	N/A	-13.1	4.5
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-12.7	0.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,046	$48,612
Mid-Range Teacher Salary	$74,420	$74,676
Highest Teacher Salary	$101,917	$99,791
Average Principal Salary (Elementary)	$131,931	$125,830
Average Principal Salary (Middle)	$143,470	$131,167
Average Principal Salary (High)	$151,598	$144,822
Superintendent Salary	$287,500	$275,796
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies as aligned to the California State Standards, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline, and cultural competency training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status. We are currently immersed in implementing the California State Standards and aligning them with classroom instruction and professional development initiatives in writing and math. The focus of staff development at Rolling Hills is increasing student achievement, particularly in math and reading, and in Tier I interventions. Teacher leaders in English Language Arts, Math, and Science lead meetings and provide support for staff in curriculum development and implementation. Goals are evaluated through teacher-principal meetings and student performance data analysis.