Rocky Hill Elementary School

313 Sequoia Drive • Exeter, CA 93221 • (559) 592-5490 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

School Description

We are the nurturing, dedicated, and highly qualified group of teachers from Rocky Hill School in Exeter. We are a community of educators that collaboratively and continuously strive to meet the educational standards and individual needs of our students.

We are here to create problem solvers and critical thinkers. We are here to empower and educate a diverse population by supporting their academic, physical, and personal/social growth so that they become responsible, productive members of our global society.

Through teamwork, collaboration, and daily practice of research-based strategies, we will create a community of responsible learners who are self-directed and accountable for their learning.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	88
Grade 2	91
Grade 3	88
Grade 4	108
Grade 5	111
Total Enrollment	576

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.7
Asian	0.3
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0.2
White	29.7
Two or More Races	1.2
Socioeconomically Disadvantaged	69.1
English Learners	21.4
Students with Disabilities	6.3

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 for Rocky Hill Elementary	17-18	18-19	19-20
With Full Credential	25	24	23
Without Full Credential	5	7	8
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Exeter Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	139
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Rocky Hill Elementary School

Indicator	17-18	18-19	19-20
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)

Our school and district transitioned to the Common Core State Standards during the 2013-14 school year. We have not officially adopted new core curriculum since our previous adoptions listed below, with the exception of Grades TK-5 in English-language arts. We have contracted with our local Tulare County Office of Education and developed Units of Study in English-language Arts (ELA) and Math. Many grade levels utilize materials from our current ELA adoption, and both our previous ELA and History-Social Science adoptions for these ELA units. For our math units, we have used materials from EngageNY, Georgia Units from the Georgia Department of Education, Illustrative Mathematics, North Carolina Mathematics, and YouCubed. In 2016, we piloted and adopted Wonders (McGraw Hill Education) ELA curriculum for Kindergarten and Transitional Kindergarten. Additionally, we purchased two supplemental programs from Voyager Sopris Learning in August 2016 for reading intervention: Read Well (Grades K-3) and Language! Live (Grades 4-5). In 2017, we adopted Wonders (McGraw Hill Education) ELA curriculum for Second Grade. In 2018, we adopted Wonders (McGraw Hill Education) ELA curriculum for grades 1, 3, 4, and 5. In December of 2019, we adopted Literacy Footprints (Pioneer Valley) Guided Reading materials for grades TK-3.

Textbooks and Instructional Materials
Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education C. 2017; Pioneer Valley: Literacy Footprints C. 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Envision C. 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Harcourt: Calif. Science C. 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Harcourt C. 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Facilities are in fair condition. Routine maintenance is conducted on a daily basis. More extensive improvement projects are recommended during the school year, reviewed by the board, and work is conducted during summer break. A kindergarten playground structure was added to our facility during the summer of 2012 and the summer of 2014. In addition, new fencing was added as well as benches and tables. The parking lot and blacktop areas were re-surfaced during the summer of 2014. The floor in the multi-purpose room was replaced during the summer of 2015. During the summer of 2016, the roof on two buildings and the carpet in the Library were replaced. Carpet in six classrooms was replaced during the summer of 2017. Carpet in 4 classrooms was replaced during the summer of 2018. New flexible seating furniture was added to five classrooms in October 2017. Three more classrooms received flexible seating options in December 2018. The parking lot and blacktop areas were re-surfaced during the summer of 2019. A new set of student restrooms were installed between July 2019 to November 2019. Three more classrooms will receive flexible seating options in December 2019.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2019

System Inspected	Repair Status	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	Fair	One electrical surge protector needed replaced and electrical panels were blocked in some rooms and need 36" clearance. We took necessary action and replaced the electrical surge protector and worked with staff to make sure electrical panels are clear.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Poor	There were 8 fire extinguishers that did not have the tag signed monthly. Action was taken immediately and all fire extinguishers are checked and signed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Fair**	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	47	45	44	50	50
Math	41	36	32	30	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.7	22.2	38.9

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	308	303	98.38	47.19
Male	166	162	97.59	43.21
Female	142	141	99.30	51.77
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	201	197	98.01	43.15
White	92	91	98.91	56.04
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	218	213	97.71	42.25
English Learners	82	79	96.34	34.18
Students with Disabilities	29	28	96.55	7.14
Students Receiving Migrant Education Services	--	--	--	--
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	308	305	99.03	36.39
Male	166	164	98.80	32.93
Female	142	141	99.30	40.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	201	199	99.00	33.67
White	92	91	98.91	43.96
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	218	215	98.62	32.09
English Learners	82	81	98.78	24.69
Students with Disabilities	29	28	96.55	3.57
Students Receiving Migrant Education Services	--	--	--	--
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.

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)
At Rocky Hill School we believe that communication between school and family is essential to the success of each child. We recognize that the more parents are involved in their child's education, the better their child performs in school. It is important for parents to know about their student's progress, understand their achievement level, and take an overall interest in their child's education.

The staff at Rocky Hill is committed to delivering the highest quality educational experience for every student. To do so, we need to create and maintain a strong partnership with students, parents, and the community. Our plan is to stay connected with parents about their child's achievement, academic progress, behavior, safety drills/concerns, as well as important meetings and events. We encourage parents to keep in constant communication with their child's teacher and fill out a volunteer packet at the beginning of each school year. Parents work with the site office manager and the district office on clearance procedures.

The following organizations encourage parent involvement for the purpose of evaluating the systems, instructional programs, and facilities of the school site.
• School Site Council (SSC) - Meets 4 times a year
Contact: Linda Montemayor, Principal (559) 592-5490 or lmontemayor@exeter.k12.ca.us
• Parent Teacher Organization (PTO) - Meets monthly (2nd Monday of the month)
Contact: Jeremiah Dolin, Chairperson, E-mail: rockyhillhawkspto@gmail.com
• English Language Advisory Committee (ELAC) - Meets 3 times a year
Contact: Joe Patterson, Assistant Principal (559) 592-5490 or jpatterson@exeter.k12.ca.us

The following events are held each year at the school site to increase parent involvement:
• Back to School Night
• Open House
• Parent/Teacher Conferences (September and February)

- Special Lunch Days (Grandparent's Day Lunch, Lunch on the Lawn, Mother's Day Lunch, Veteran's Day Lunch)
- PTO Events (Dances, Family Bingo Night, Movie Nights, Fundraisers and Special Events)
- Nutrition Network Events (Apple Day, Pumpkin Patch, Taste Test of the Month)
- Guest Speakers (Special assemblies, ELA Units of Study, and Read Across America)
- Book Fairs
- Music Program (Band and Choir Concerts)

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
A comprehensive School Safety Plan is reviewed and revised annually. We have made adjustments to simplify the safety drill process for teachers. We have discussed the following four common responses to a given safety issue: 1) Evacuate (Fire) 2) Shelter (Earthquake) 3) Lockout (Warning) and 4) Lockdown (Danger). The plan was reviewed by the Principal and Assistant Principal on August 8, 2019.

Safety materials were distributed and discussed with faculty at a staff development on August 5, 2019. The safety plan was discussed and input was given at the School Site Council Meeting on October 30, 2019. The School Safety Plan was approved by School Site Council on October 30, 2019. The School Safety Plan was brought to School Site Council on December 5, 2019 and input was given by a Battalion Chief from the Tulare County Fire Department.

Key components of the safety plan include: Emergency Plan, Additional Safety Procedures and Strategies, Communication, Annual Review/Testing, and Resources/Utilities.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.7	3.8	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.2	6.4	5.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.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.

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	23	1	4		23	2	3		19	5		
1	23		4		23		4		22	1	3	
2	24		4		23		4		23		4	
3	24		4		25		4		22		4	
4	25		4		33		1	2	27		4	
5	29		4		26		4		28		4	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	6

Over the past three years, professional development has been delivered to teachers in different ways. Starting with the 2013-14 school year, our district has contracted with our local Tulare County Office of Education (TCOE) to provide professional development for teachers. It began with Common Core State Standards awareness training and has evolved into professional development for specific content areas. Through our partnership with TCOE, teachers have participated in: Math Lesson Labs (Co-plan/Co-teach), Math Number Talks, Fractions, Tape Diagrams, ELA Units of Study, K-2 Literacy Centers, Writing Unit pacing, Next Generation Science Standards (4th and 5th grade), and English Language Development (ELD). On-site professional development has been delivered through after-school Teaching and Learnings from our Academic Coaches and Administration. Topics have included: English Language Development, Writing, Guided Reading, Mathematical Practices, Math Fluency Games, Close Reading, Academic Conversations, and Lesson Design. Professional Development opportunities have also been provided by our district. These include: Google Training, technology integration trainings (SAMR Academy), and English Language Development.

Teachers are supported during implementation throughout the year through ongoing in-class coaching, meetings with Academic Coaches, and Professional Learning Communities (PLCs).

The number of Staff Development days provided by our district are:
2017-18: 5 days
2018-19: 7 days
2019-20: 7 days

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,771	$46,208
Mid-Range Teacher Salary	$70,440	$72,218
Highest Teacher Salary	$89,424	$92,742
Average Principal Salary (ES)	$108,633	$134,864
Average Principal Salary (MS)	$121,949	$118,220
Average Principal Salary (HS)	$122,421	$127,356
Superintendent Salary	$211,496	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,761	$1,680	$6,081	$70,267
District	N/A	N/A	$6,729	$79,272
State	N/A	N/A	$7,506.64	$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.1	-12.0
School Site/ State	-11.8	-1.5

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
Students who show a significant academic need in reading are identified and put into a small reading group. Title I funds are used to provide this support. Students receive an additional 30-45 minutes of reading instruction daily in addition to the core instruction from their teacher.

Exeter Unified School District transitioned to Intensive Intervention formerly known as Supplemental Educational Services during the 2016-2017 school year. Intensive Intervention can be defined as supplemental tutoring and academic support offered to the most fragile students within the district. Elementary sites currently offer after school tutoring twice a week to Long-Term English Learners (LTELs) and our Middle School and High School offers support in the form of after school tutoring in an EL Academy. Elementary students are focusing on ELA and Math with a concentration to building skills with the ELD standards. Students at the middle school utilize the "My Path" program designed to reteach academic areas that have been identified individually for each student and are Pre- and Post-tested for academic growth. The EL Academy for students 9th-12th is offered to LTEL'S as a support to academics and college and career planning. All students are assessed frequently to monitor growth in the services offered.

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.