Rollingwood Elementary

2500 Cottonwood Drive • San Bruno, CA 94066 • (650) 624-3165 • Grades K-5
Colleen Hennessy, Principal
chennessy@sbpsd.k12.ca.us
https://www.sbpsd.org/rollingwood

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

San Bruno Park School District
500 Acacia Ave.
San Bruno, CA 94066
(650) 624-3100
www.sbpsd.org

District Governing Board

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Principal's Message

Rollingwood Elementary School is devoted to educating children holistically as world citizens, preparing them for college and career, and teaching students about nutrition and healthy living. The themes of academic excellence, character education, and social responsibility are a trademark of the school's culture. Our community embraces the idea that by working together, we can provide the resources, encouragement and man power to help all students attain their educational goals. We believe all children are unique and deserve the opportunity to succeed, regardless of their challenges, and that the greater community is responsible for organizing to ensure every student's success.

For the 2019-2020 school year, we are continuing our focus on PBIS (Positive Behavior Interventions and Supports), sustainability partnership with Skyline and San Mateo County Office of Education, and focusing on intervention for our underperforming students. We want our students to make a positive difference in the world, so we are also continuing our monthly spirit days that benefit different charities.

For 2018-2019 school year, we have a focus on PBIS (Positive Behavior Interventions and Supports). We are continuing our tradition of teaching to the whole child and not only focus on academic excellence, but also developing the skills necessary to succeed in life. We have also partnered with Skyline College and the San Mateo County Office of Education to focus on sustainability and environmental literacy.

School Mission Statement

At Rollingwood Elementary School, we have high expectations for all of our students. We strive to collaborate with one another to help our students reach their full academic potential. By bringing together parents and community for various educational and social programs, we envision a school where all of our students and families feel included. We provide a safe, friendly, encouraging and academically rigorous learning environment for our students. Rollingwood is committed to developing critical thinkers, ethical citizens and lifelong learners who are contributing members of our community.

Rollingwood's mission and vision complement the District's Portrait of Graduate by focusing on creating students that are: critical thinkers that improve their own thinking, communicators that articulates his/her thoughts, creative by being curious about the world around them, collaborators by building a collective commitment, contributors make a positive difference in the world, and be compassionate.
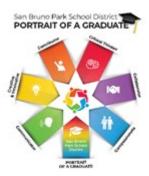
District Mission Statement

The San Bruno Park School District educates and empowers all students to thrive academically, socially and emotionally and be contributing members of society.

District Vision Statement

The San Bruno Park School District will engage and inspire our students to be productive critical thinkers who embrace diversity, curiosity and innovation throughout their lives.

District Core Values
The San Bruno Park School District values...
The whole child
Accountability
Teamwork and collaboration
Respect
Ethical Behavior
Innovation and creativity

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	59
Grade 1	43
Grade 2	43
Grade 3	50
Grade 4	36
Grade 5	31
Total Enrollment	262

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
Asian	14.1
Filipino	19.1
Hispanic or Latino	25.6
Native Hawaiian or Pacific Islander	7.6
White	27.1
Socioeconomically Disadvantaged	38.9
English Learners	22.5
Students with Disabilities	13.7
Foster Youth	0.4

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 Rollingwood Elementary	17-18	18-19	19-20
With Full Credential	9	13	13
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Bruno Park School District	17-18	18-19	19-20
With Full Credential	♦	♦	118
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Rollingwood Elementary

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)

The instructional-materials selection process in SBPSD, when there is adequate funding, involves teachers and community members. There is an advisory committee of teachers, known as the Curriculum Council, with representatives from each school. The Curriculum Council narrows the field of state-adopted materials, when such a list exists. Then teachers in the district are solicited to do a "comparison pilot," meaning that they have to use the two finalists in an actual instructional setting. They then submit a recommendation to the Curriculum Council. Administration then forwards the recommendation to a public review period and "discussion" by the school board. Because the school board only meets once a month, there is a 30-day public review period. Provided there are no exceptions, the recommendation is brought back for action at the following meeting.

The textbook content fits within the State Board of Education-adopted curriculum frameworks. The district is in the final year of a four-year transition plan to align textbooks with Common Core State Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption		
Reading/Language Arts	Wonders, McGraw-Hill 2016		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0%	
Mathematics	Eureka, Great Minds 2015		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0%	
Science	California Science, Pearson Scott Foresman 2007		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0%	
History-Social Science	My World, Pearson 2019		
	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)

Rollingwood Elementary School was built in 1956 and provides a safe, clean environment for students, staff and volunteers. The 60-year-old Rollingwood School facility is generally in good repair. A $30 million bond was approved to modernize the entire school district. The project included new roofing and remodeling for the library, cafeteria, administration office and all classrooms. Recent construction projects include remodeling the cafeteria kitchen and installing solar panels. Rollingwood Elementary School is currently composed of 10 classrooms, a library, meeting room, cafeteria, staff lounge and playground. New portables were added in the summer of 2006 for a special day class preschool and a general-education subsidized preschool.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Main Bldg (classrooms 1- 16): HVAC units are old and should be replaced when possible. Ceiling in room 10 is sagging due to past roof leak. Roofs needs replacing
Interior: Interior Surfaces	Fair	Main Bldg (classrooms 1- 16): HVAC units are old and should be replaced when possible. Ceiling in room 10 is sagging due to past roof leak. Roofs needs replacing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Exterior Grounds: There is much rust on exterior posts and broken concrete. Play structures and outdoor furnishing are very rusted and should be replaced. Play structure rubber surfaces is damaged in several places and should be repaired/replaced as soon as possible. Main Bldg (classrooms 1- 16): HVAC units are old and should be replaced when possible. Ceiling in room 10 is sagging due to past roof leak. Roofs needs replacing Offices: Roofs need replacing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Exterior Grounds: There is much rust on exterior posts and broken concrete. Play structures and outdoor furnishing are very rusted and should be replaced. Play structure rubber surfaces is damaged in several places and should be repaired/replaced as soon as possible.
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	55	46	48	49	50	50
Math	35	31	45	41	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	10.0	13.3	0.0

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	115	112	97.39	45.95
Male	63	61	96.83	48.33
Female	52	51	98.08	43.14
Black or African American	--	--	--	--
Asian	13	13	100.00	53.85
Filipino	23	23	100.00	60.87
Hispanic or Latino	36	33	91.67	34.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.00	56.67
Socioeconomically Disadvantaged	56	55	98.21	30.91
English Learners	31	29	93.55	37.93
Students with Disabilities	16	16	100.00	13.33
Foster Youth	--	--	--	--

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	115	113	98.26	30.97
Male	63	61	96.83	32.79
Female	52	52	100.00	28.85
Black or African American	--	--	--	--
Asian	13	13	100.00	38.46
Filipino	23	23	100.00	52.17
Hispanic or Latino	36	35	97.22	20.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.67	31.03
Socioeconomically Disadvantaged	56	56	100.00	23.21
English Learners	31	31	100.00	29.03
Students with Disabilities	16	15	93.75	6.67
Foster Youth	--	--	--	--

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)

Rollingwood has a very involved Parent Teacher Association (PTA). There are many ways parents can get involved, including volunteering to be a classroom helper, field trip chaperone, yard duty or room parent; participating in PTA events, such as Founder's Day, the spaghetti dinner, Walkathon, and the International Potluck. These positions are available for sign-up on the first day of school gathering for parents and throughout the year. We also ask parents to join our School Site Council and English Learner Advisory Committee to provide input for our school. Our children enjoy seeing their parents at school!

For more information on how to become involved at the school, please contact Anitha Guruswamy, parent liaison, at (650) 624-3165 or Marsella Baurer, PTA president, at rollingwoodbulldogs@gmail.com.

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

To safeguard the well-being of students and staff, the School Site Council (SSC) and staff developed a comprehensive School Site Safety Plan. The SSC, which meets throughout the year, sets long-term goals for the school. The safety plan is updated each fall and covers various safety procedures, including visitor policy, emergency materials, and evacuation procedures. The safety plan is reviewed with all staff members at the beginning of each school year. It was discussed with staff in January 2020 and approved by the SSC on January 21, 2020. We conduct safety drills on a regular basis; fire drills are held monthly, earthquake drills are held twice a year, and intruder/lockdown drills are held as appropriate. The safety plan is located in the school office and is available for anyone to read. All visitors to Rollingwood Elementary School must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among noon supervisors, teachers and the school's administration. This year's plan was updated with the latest response protocols that include well-communicated timelines, procedures and expected outcomes.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.7	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.1	3.0
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	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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	21	18	18		23	9	18		18	2	1	
1	22	6	9		25		18		17	1	1	
2	18	10	13		20	5	9		25		2	
3	28		9		15	10	9		28		1	
4	27		13		25		13		20	1	2	
5	28		26		25	9	17		31		1	
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	3	3	3

The district and school site provide time and resources for collaboration, planning and professional development for all staff. Teachers at Rollingwood Elementary School receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff-development days enable staff members to deliver curriculum and instruction that is rigorous, challenging and responsive to student needs. Response to intervention and completing data dives are current foci for the year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,160	$49,378
Mid-Range Teacher Salary	$73,493	$77,190
Highest Teacher Salary	$84,893	$96,607
Average Principal Salary (ES)	$111,213	$122,074
Average Principal Salary (MS)	$115,414	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$188,000	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	36%
Administrative Salaries	5%	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	$6,158	$1,773	$4,384	$69,933
District	N/A	N/A	$6,770	$70,906.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-42.8	3.5
School Site/ State	-40.0	-5.9

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

School programs such as elementary music were funded through donations from the community and physical education was funded through the LCAP. A supplemental science program was purchased with our site funds to supplement the science curriculum to incorporate the Next Generation Science standards and materials were purchased to complete the lessons in Mystery Science. Site funds were also used to hire instructional aide.

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.