

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	2025 Fieldcrest Ave.
City, State, Zip	Fairfield CA, 94534
Phone Number	(707) 399-5000
Principal	Danny Gentry
Email Address	dannyg.fsusd.org
County-District-School (CDS) Code	48-70540-0113084

Entity	Contact Information
District Name	Fairfield-Suisun Unified School District
Phone Number	(707) 399-5000
Superintendent	Kris Corey
Email Address	krisc@fsusd.org
Website	www.fsusd.org

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

Rolling Hills is a public elementary school located in Fairfield, California, and is part of the Fairfield-Suisun Unified School District. The school is located within the Rolling Hills Neighborhood and houses a student population of 590 students in grades TK-5. Rolling Hills offers a variety of programs to fit the needs of all learners such as: Special Education, Gifted and Talented, and English Language Learners. In addition, Rolling Hills offers a wide-range of after school programs such as robotics, STEM, chorus, art, band.

Mission:

At Rolling Hills Elementary School, all students will excel academically in a caring learning environment. Character building will promote mutual respect, ensuring that all students become responsible productive citizens. A collaborative culture, celebrations of student success, and a love of learning will be the foundation of our Professional Learning Community.

Vision:

Students set goals for learning, engage in rigorous Common Core standards-based curriculum that includes project-based learning, creativity, innovation, inquiry, communication, collaboration, critical thinking and text-based literacy skills through culturally relevant instruction and integrated technology. Writing occurs in all classrooms every day in every subject. Current data from multiple assessment results drives instruction and interventions.

Student diversity is honored. Relationships are nurtured. Mutual respect, resilience, effort and a safe environment for academic risk-taking are the basis for celebrated success. Students' rights to a bully-free, positive and happy environment are sustained and honored by all staff members.

Staff members remain true to a common vision, make shared leadership decisions, and engage in continuous improvement through professional development, goal setting and self-reflection. Commitment to the success of all other adults, through collaboration and respect so that all students can learn at high levels and are prepared for the challenges of the 21st Century, is clearly evident.

All learners and collaborate with students, parents and the community to create a world class education where students thrive and build the skills needed for the 21st Century.

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

Grade Level	Number of Students
Kindergarten	139
Grade 1	93
Grade 2	93
Grade 3	99
Grade 4	86
Grade 5	67
Total Enrollment	577

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	14
American Indian or Alaska Native	0.2
Asian	8.1
Filipino	8.1
Hispanic or Latino	29.5
Native Hawaiian or Pacific Islander	0.5
White	25.1
Two or More Races	13.7
Socioeconomically Disadvantaged	36.6
English Learners	6.6
Students with Disabilities	6.8
Homeless	0.7

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	26	26	27	882
Without Full Credential	2	2	1	112
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	20

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: December 2019

All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at: <http://www.fsusd.org//Domain/837>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Mathematics	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
History-Social Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Health	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

Rolling Hills is one of the newer schools in the District, built in 2007. No necessary improvements were identified on the Facility Inspection Tool (FIT) report.

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: SEPTEMBER 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	Good	
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)	58	54	44	45	50	50
Mathematics (grades 3-8 and 11)	43	54	32	33	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	251	248	98.80	1.20	54.44
Male	121	120	99.17	0.83	48.33
Female	130	128	98.46	1.54	60.16
Black or African American	46	46	100.00	0.00	45.65
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	76.47
Filipino	22	22	100.00	0.00	54.55
Hispanic or Latino	73	73	100.00	0.00	43.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	61	58	95.08	4.92	63.79

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	29	29	100.00	0.00	62.07
Socioeconomically Disadvantaged	103	102	99.03	0.97	46.08
English Learners	35	35	100.00	0.00	48.57
Students with Disabilities	23	23	100.00	0.00	26.09
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	251	248	98.80	1.20	54.03
Male	121	120	99.17	0.83	56.67
Female	130	128	98.46	1.54	51.56
Black or African American	46	46	100.00	0.00	36.96
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	82.35
Filipino	22	22	100.00	0.00	59.09
Hispanic or Latino	73	73	100.00	0.00	39.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	61	58	95.08	4.92	70.69
Two or More Races	29	29	100.00	0.00	65.52
Socioeconomically Disadvantaged	103	102	99.03	0.97	43.14
English Learners	35	35	100.00	0.00	57.14
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	21.9	28.1	18.8

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)

The Rolling Hills PTO plays an important role in the success of Rolling Hills. From fundraising to helping celebrate student success, the members of the PTO are dedicated to making Rolling Hills Elementary an outstanding place for children to learn. Parents are encouraged to attend school events, including Trunk or Treat, the Fall Carnival, Movie Nights, Parent Engagement Nights such as Science Night and Math Night, as well as the many assemblies at which students are honored and success is celebrated. Parents are highly encouraged to take an active role in their child's education and to support the school-wide focus on continuous improvement.

In addition to the PTO, Rolling Hills provides a number of opportunities for parents to interact with the school, including School Site Council. Rolling Hills also has a robust volunteer program and provides six evenings throughout the school year when parents can come to the school and interact with the teachers and their students. Examples of these events are: Family Math Night, Read Across America, Science Fair, and the Showcase of Student Work.

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	0.0	1.1	2.2	6.2	6.2	5.4	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)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. The School Safety Plan was reviewed on January 9, 2019 for the 2019-2020 school year. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques.

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	21	3	3		21	2	4		23		6	
1	28		4		28		4		23		4	
2	23		4		26		4		23		4	
3	26		4		23		4		25		4	
4	32		3		32		2	1	29		3	
5	32		3		31		3		34			2
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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	1.0
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	\$5,487.27	\$317.40	\$5,169.87	\$70,169.05
District	N/A	N/A	\$5,348.30	\$65,688.79
Percent Difference - School Site and District	N/A	N/A	-3.4	6.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-36.9	-16.0

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)

Two paraprofessional and two certified teachers cooperated to form an intervention team in each grade level to allow for more intensive instruction with identified students. The school employed an English learner lead teacher who was responsible for managing the testing and paperwork associated with English learner students. In addition, Rolling Hills also employed two teachers to conduct after school intervention tutorials for students in need of extra help with reading. The school also provided necessary technology hardware, library materials, various materials used to enhance student engagement, and programs and materials designed to promote parent involvement.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,649	\$48,612
Mid-Range Teacher Salary	\$71,626	\$74,676
Highest Teacher Salary	\$89,805	\$99,791
Average Principal Salary (Elementary)	\$113,400	\$125,830
Average Principal Salary (Middle)	\$116,344	\$131,167
Average Principal Salary (High)	\$128,066	\$144,822
Superintendent Salary	\$248,393	\$275,796

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	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	5.5	5.5	5.5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Fairfield-Suisun Unified School District provides professional development activities based on a continuum of teacher needs. Professional development needs are determined by a careful review of student performance data and through classroom observation. In addition to individual professional development opportunities, the the district also offers professional development to teachers based on district priorities and initiatives. Teachers new to the profession participate in the Beginning Teacher Support and Assessment (BTSA) induction program for two years. New teacher orientation is conducted to introduce teachers to the district’s programs, policies, procedures and curriculum. Support providers assist teachers eligible for BTSA support.

Experienced teachers in need of assistance may receive in-class coaching from Consulting Teachers as part of the Peer Assistance and Review (PAR) program or from grade-level specialists from the district Curriculum and Instruction Department. Professional development activities also include training in core curriculum areas, delivery strategies, and assessment analysis. Specifically, teachers are working to improve their practice in the areas of foundational literacy, academic conversations, writing, and small group instruction.

School-wide on-site professional development is targeted to the needs of the students, implementation of the Common Core Standards, Technology Integration, and strategies for effective instruction. Professional development decisions are based on district priorities and by data collected from student assessments. A professional development schedule is updated and created each year for training and book talks. Teachers participate in one to three days of professional development and can apply for professional buy-back for the day(s) each year. Professional development occurs twice each month (10 months total) for 1.5 hours during each session.