

**Rolling Hills Elementary**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School**  
**Year**  
**California Department of Education**

**Address:** 1460 East Rolling Hills  
Drive  
Fullerton, CA , 92835-  
2008

**Principal:** Lindy McNutt

**Phone:** (714) 447-7795

**Grade** K-6  
**Span:**

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 and access to prior year reports, 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).

## **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **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.

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# About This School

## Lindy McNutt

📍 Principal, Rolling Hills Elementary

### About Our School

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The Rolling Hills School Community engages all students in a comprehensive academically challenging technology and arts - infused curriculum that fosters critical thinking and creativity within a safe and caring environment. The staff of Rolling Hills works closely with its community members to enrich learning experiences across grade levels and programs. We strive to guide students as they develop into creators, thinkers, inventors, problem solvers, and life-long learners. Whether students are engaged in learning through the medium of visual and performing arts, music, gardens, or the 1:1 program in fourth through sixth grades, Rolling Hills Roadrunners are striving to achieve "The Roadrunner Way". Students are safe, kind and responsible as they collaborate through the myriad of opportunities found within our school.

### Contact

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Rolling Hills Elementary  
1460 East Rolling Hills Drive  
Fullerton, CA 92835-2008

Phone: (714) 447-7795

Email: [lindy\\_mcnutt@myfsd.org](mailto:lindy_mcnutt@myfsd.org)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Fullerton Elementary
<b>Phone Number</b>	714-447-7400
<b>Superintendent</b>	Pletka, Bob
<b>Email Address</b>	<a href="mailto:bob_pletka@myfsd.org">bob_pletka@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/rolling">www.fullertonsd.org/rolling</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Rolling Hills Elementary
<b>Street</b>	1460 East Rolling Hills Drive
<b>City, State, Zip</b>	Fullerton, CA , 92835-2008
<b>Phone Number</b>	(714) 447-7795
<b>Principal</b>	Lindy McNutt
<b>Email Address</b>	<a href="mailto:juleen_faur@myfsd.org">juleen_faur@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/rolling">www.fullertonsd.org/rolling</a>
<b>County-District-School (CDS) Code</b>	30665066028153

*Last updated: 1/21/23*

## School Description and Mission Statement (School Year 2022–23)

Nestled in the quiet hills of northeastern Fullerton, Rolling Hills Elementary School is one of 20 sites in the Fullerton School District. Rolling Hills serves students in kindergarten through sixth grade. In addition to the traditional elementary school program, Rolling Hills is home to a thriving multi-age program, which extends from kindergarten through sixth grade. As a school that embraces the infusion of visual and performing arts into all content areas, Rolling Hills has a rich tradition of involving students in a variety of arts-based enrichment activities, which directly support our curriculum. Five full-length musical productions each year delight parents and community members and offer students the opportunity to participate in all aspects of the production. These musical productions fully integrate a variety of Common Core Standards and are designed to support student learning through the arts. From set and costume design to the technical side of these productions, students are exposed to a variety of wonderful learning opportunities as a result of their participation. All students at Rolling Hills also participate in the All the Arts for All the Kids program, which brings

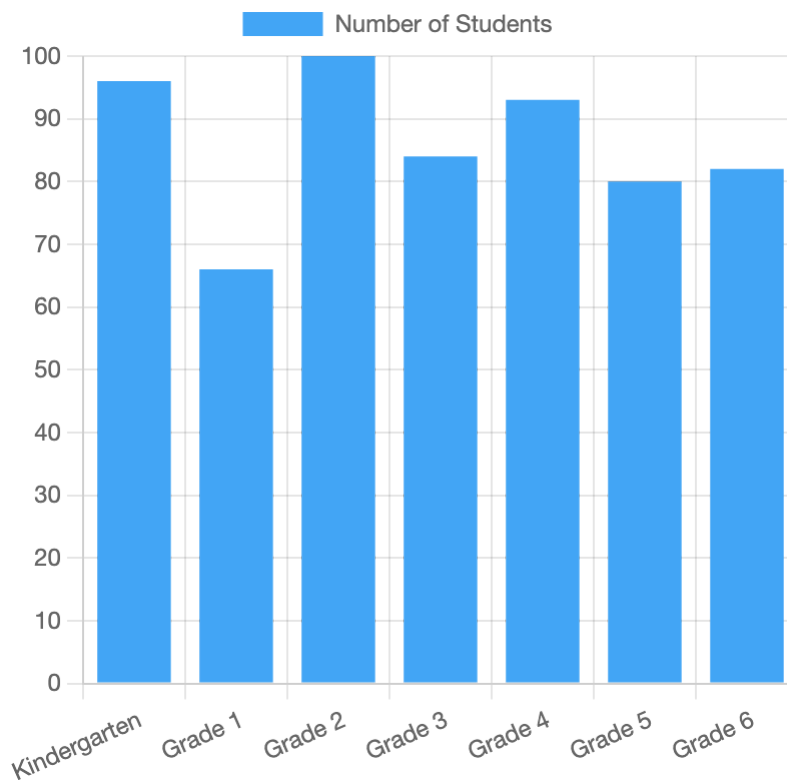


outstanding lessons to all students in the areas of music, art, drama, and dance. Rolling Hills students also participate in classroom and school-wide service learning opportunities throughout the year. These projects, which range from support for the Ocean Institute in Dana Point, encourage students to work in service to others and create a greater awareness of the world around them. In addition to our programs that support arts-infusion and service learning for all students, special attention is paid to our English Learners and At-Risk Students. These students participate in a variety of activities throughout the day specifically designed to enhance their success within our school community. ELD is offered in compliance with state requirements and struggling students participate in intervention sessions during the school day. Students at Rolling Hills are encouraged to discover their talents and actively explore the world around them. Rolling Hills students experience a depth of learning which allows them to thoroughly engage themselves in a variety of standards-based activities and students are encouraged to excel in all academic areas. Rolling Hills is a school that promotes lifelong learning and reflective thinking among all members of our school community in a warm and encouraging environment.

*Last updated: 1/27/23*

### Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	96
Grade 1	66
Grade 2	100
Grade 3	84
Grade 4	93
Grade 5	80
Grade 6	82
Total Enrollment	601



Last updated: 1/21/23

### Student Enrollment by Student Group (School Year 2021–22)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	44.60%
Male	55.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	9.00%
Black or African American	2.00%
Filipino	1.30%
Hispanic or Latino	42.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.50%
White	36.90%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	10.60%
Foster Youth	1.00%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disadvantaged	47.30%
Students with Disabilities	15.60%

## 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 Preparation and Placement (School Year 2019–20)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.10	96.17%	464.40	92.23%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.20%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.42%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.40	0.49%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	3.83%	33.40	6.65%	18854.30	6.86%
Total Teaching Positions	26.10	100.00%	503.60	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/26/23*

## Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	82.20%	444.20	89.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.04%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	4.00	17.67%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	23.10	100.00%	496.60	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/26/23*

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2019– 20 Number</b>	<b>2020– 21 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

*Last updated: 1/11/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2019– 20 Number</b>	<b>2020– 21 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

*Last updated: 1/11/23*

## Class Assignments

Indicator	2019– 20 Percent	2020– 21 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> <li>McGraw-Hill K-8</li> </ul>	Yes	0
Mathematics	<ul style="list-style-type: none"> <li>Houghton Mifflin Go Math K-8</li> </ul>	Yes	0
Science	<ul style="list-style-type: none"> <li>Discovery Education K-6</li> </ul>	Yes	0
History-Social Science	<ul style="list-style-type: none"> <li>Houghton Mifflin K-6</li> </ul>	No	0
Foreign Language			0
Health	<ul style="list-style-type: none"> <li>Dairy Council of California (grade appropriate materials)</li> <li>Too Good for Drugs (grades 4-6)</li> </ul>	Yes	0
Visual and Performing Arts	<ul style="list-style-type: none"> <li>"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater</li> <li>Instrumental music (grades 5-6)</li> </ul>	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0



## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Acacia Elementary School has 21 classrooms, a library media center, a computer lab and a multi-purpose room. The main campus was built in 1957. Additions were constructed in 1960 and 1965. Two portable classrooms were added in 1988 and two more were added in 1997 and another in 2013. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2021-22, the District spent \$0 on Deferred Maintenance. For the 2022-23 school year, the District budgeted \$5 for Deferred Maintenance expenditures.

*Last updated: 1/27/23*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Repair wall tile in boys restroom near room 6
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Tighten loose toilet in Nurse's restroom
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good
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*Last updated: 1/26/23*

## 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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-**  
**administered assessment**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
English Language Arts / Literacy (grades 3-8 and 11)	N/A	48%	N/A	57%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	40%	N/A	48%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

*Last updated: 1/22/23*

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	340	320	94.12%	5.88%	48.13%
Female	152	147	96.71%	3.29%	57.14%
Male	188	173	92.02%	7.98%	40.46%
American Indian or Alaska Native	--	--	--	--	--
Asian	28	25	89.29%	10.71%	64.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	127	93.38%	6.62%	33.86%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	32	32	100.00%	0.00%	50.00%
White	134	126	94.03%	5.97%	61.90%
English Learners	30	30	100.00%	0.00%	23.33%
Foster Youth	--	--	--	--	--
Homeless				--	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	142	95.30%	4.70%	37.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	51	86.44%	13.56%	3.92%

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 CAA 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.

*Last updated: 1/21/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	340	319	93.82%	6.18%	40.44%
Female	152	147	96.71%	3.29%	40.82%
Male	188	172	91.49%	8.51%	40.12%
American Indian or Alaska Native	--	--	--	--	--
Asian	28	25	89.29%	10.71%	56.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	127	93.38%	6.62%	28.35%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	32	32	100.00%	0.00%	40.63%
White	134	125	93.28%	6.72%	51.20%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
English Learners	30	30	100.00%	0.00%	13.33%
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	149	141	94.63%	5.37%	29.08%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	51	86.44%	13.56%	5.88%

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 CAA 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.

*Last updated: 1/21/23*



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

<b>Subject</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
Science (grades 5, 8, and high school)	NT%	44.29%	NT%	40.13%	28.5%	29.47%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

*Last updated: 1/21/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	71	91.03%	8.97%	43.66%
Female	36	33	91.67%	8.33%	42.42%
Male	42	38	90.48%	9.52%	44.74%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	31	28	90.32%	9.68%	35.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	28	25	89.29%	10.71%	52.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	32	91.43%	8.57%	25.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	8	72.73%	27.27%	--

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.

*Last updated: 7/26/23*

## 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

### California Physical Fitness Test Results (School Year 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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.

*Last updated: 1/21/23*

## 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 regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

?Rolling Hills offers parents a variety of opportunities for involvement, both large and small. There is a rich tradition of volunteerism on our campus, with over 18,000 volunteer hours logged by parents. In addition to serving as

classroom volunteers, the majority of parents also participate in PTA or in activities to support the Rolling Hills Education Foundation. Parents are also encouraged to support the school wide emphasis on the visual and performing arts by assisting with arts lessons, designing and sewing costumes for one of our five full-length musical productions, building and painting sets. Our parent community also supports school wide activities like Red Ribbon Week and Walk-a-Thon. Rolling Hills provides a lively and active environment for school community members, with Family Nights, Parent Education Nights, Donuts with a Dear one, Family movie nights, Pancake Breakfast, the Garden Activities, a school jog-a-thon and many other activities throughout the school year.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Chronic Absenteeism by Student Group (School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	648	634	98	15.5%
Female	290	287	32	11.1%
Male	358	347	66	19.0%
Non-Binary				
American Indian or Alaska Native	2	2	0	0.0%
Asian	61	60	3	5.0%
Black or African American	13	13	2	15.4%
Filipino	9	9	2	22.2%
Hispanic or Latino	278	272	61	22.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	50	46	3	6.5%
White	235	232	27	11.6%
English Learners	75	73	12	16.4%
Foster Youth	7	7	3	42.9%
Homeless	3	3	2	66.7%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Socioeconomically Disadvantaged	304	295	67	22.7%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	113	111	37	33.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/21/23*

## 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 for School Year 2019–20 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)

<b>Rate</b>	<b>School 2019–20</b>	<b>District 2019–20</b>	<b>State 2019–20</b>
Suspensions	0.42%	1.17%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

<b>Rate</b>	<b>School 2019– 20</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>District 2019– 20</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>State 2019– 20</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>
Suspensions	0.42%	0.00%	0.46%	1.17%	0.07%	1.35%	2.45%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 1/21/23*



### Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46%	0.00%
Female	0.34%	0.00%
Male	0.56%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.72%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.43%	0.00%
English Learners	1.33%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.33%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.88%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/21/23*

## **School Safety Plan (School Year 2022–23)**

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Approved by School Site Council: November 9, 2022

*Last updated: 1/31/23*

## 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) (School Year 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	30.00		2	
1	56.00			1
2	29.00		1	
3	30.00		1	
4	32.00		1	
5	33.00			
6	33.00		1	1
Other**	26.00	3	10	2

\* 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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	18.00	1		
1	27.00		1	
2	27.00		1	
3	18.00	1	1	
4	30.00		1	
5	32.00		1	
6	32.00		2	
Other**	23.00	7	10	

\* 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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	19.00	1	2	
1	15.00	1	1	
2	15.00	1	1	
3	10.00	2	1	
4	11.00	2	1	
5	29.00		1	
6	12.00	8	2	1
Other**	23.00	5	10	

\* 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 Pupils to Academic Counselor (School Year 2021–22)**

<b>Title</b>	<b>Ratio</b>
Pupils to 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.

*Last updated: 1/27/23*

#### **Student Support Services Staff (School Year 2021–22)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.60
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.90
Other	0.00

\* 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.

*Last updated: 1/27/23*

#### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$5340.00	\$5.00	\$5340.00	\$93490.29
District	N/A	N/A	\$5765.90	\$93395.00
Percent Difference – School Site and District	N/A	N/A	-7.40%	5.40%
State	N/A	N/A	\$6593.62	\$87271.00
Percent Difference – School Site and State	N/A	N/A	-19.00%	12.80%

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

*Last updated: 1/26/23*

## Types of Services Funded (Fiscal Year 2021–22)

### Primary Focus

- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies
- K-8 Technology Integration
- K-8 Social Emotional Learning

### Delivery of Professional Development

- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching
- Virtual Workshops/Trainings
- Professional Learning Communities

### Other Related Professional Development Activities

- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion

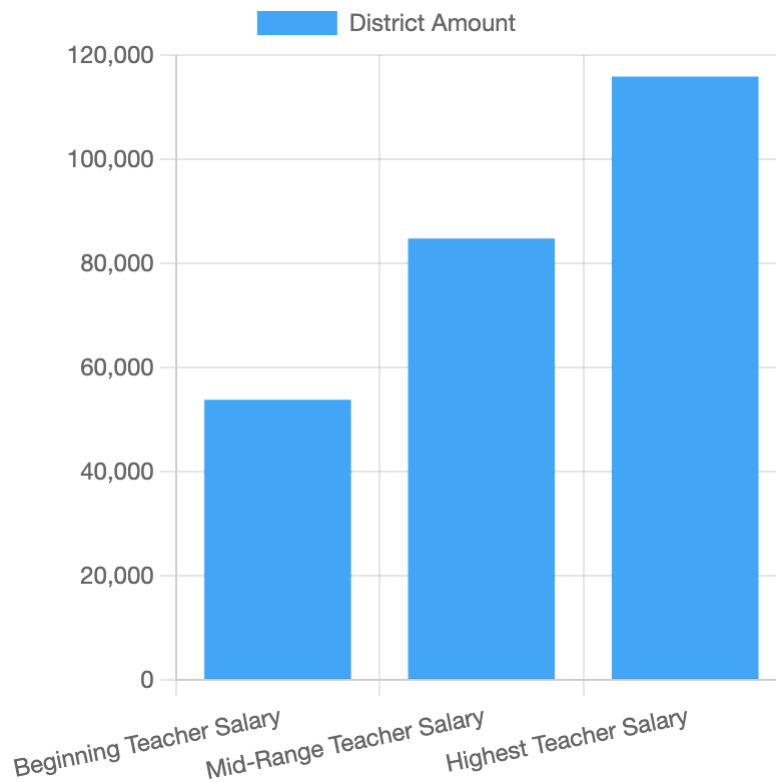
*Last updated: 1/31/23*

## Teacher and Administrative Salaries (Fiscal Year 2020–21)

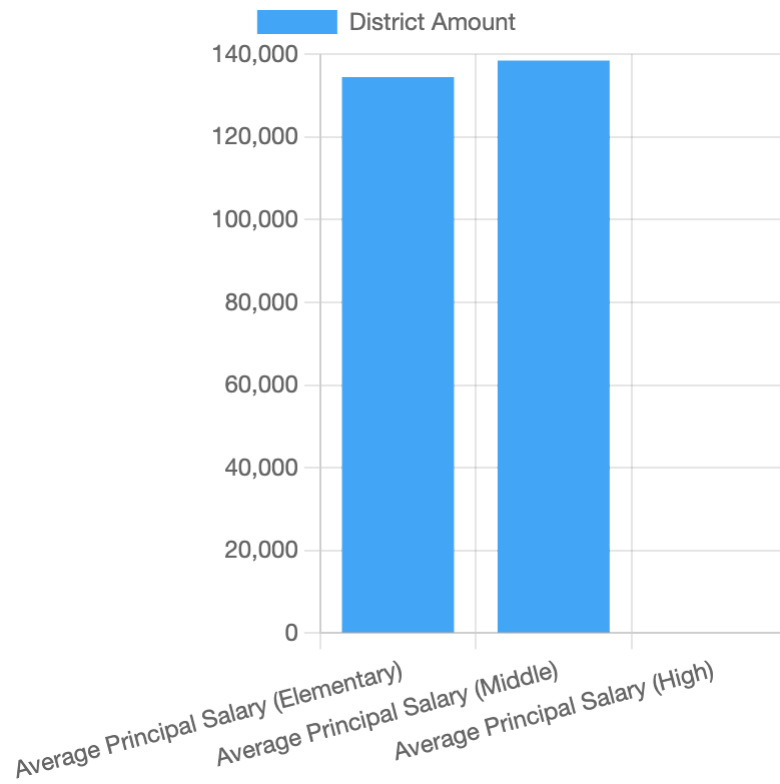
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53803.00	\$52640.75
Mid-Range Teacher Salary	\$84751.00	\$83981.39
Highest Teacher Salary	\$115867.00	\$107521.97
Average Principal Salary (Elementary)	\$134410.00	\$136246.56

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$138444.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$282881.00	\$242165.89
Percent of Budget for Teacher Salaries	33.80%	34.07%
Percent of Budget for Administrative Salaries	5.98%	5.47%

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







Last updated: 1/21/23

**Advanced Placement (AP) Courses (School Year 2021–22)****Percent of Students in AP Courses %**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

\* Where there are student course enrollments of at least one student.

*Last updated: 1/26/23*

**Professional Development**

<b>Measure</b>	<b>2020– 21</b>	<b>2021– 22</b>	<b>2022– 23</b>
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

*Last updated: 1/27/23*