Rolling Hills Elementary

2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address: 1460 East Rolling Hills Dr.
Fullerton, CA , 92835-2008

Principal: Lindy McNutt, Principal

Phone: (714) 447-7795

Grade Span: K-6

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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Lindy McNutt, Principal

 Principal, Rolling Hills Elementary

About Our School

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 kindergarten 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

Rolling Hills Elementary
1460 East Rolling Hills Dr.
Fullerton, CA 92835-2008

Phone: (714) 447-7795
Email: lindy_mcnutt@myfsd.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Fullerton Elementary
Phone Number	(714) 447-7400
Superintendent	Pletka, Bob
Email Address	bob_pletka@myfsd.org
Website	www.fullertonsd.org

School Contact Information (School Year 2024–25)

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School Name	Rolling Hills Elementary
Street	1460 East Rolling Hills Dr.
City, State, Zip	Fullerton, CA , 92835-2008
Phone Number	(714) 447-7795
Principal	Lindy McNutt, Principal
Email Address	lindy_mcnutt@myfsd.org
Website	www.fullertonsd.org/rolling
Grade Span	K-6
County-District-School (CDS) Code	30665066028153

School Description and Mission Statement (School Year 2024–25)

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 transitional 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 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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	93
Grade 1	92
Grade 2	66
Grade 3	69
Grade 4	77
Grade 5	79
Grade 6	88
Total Enrollment	564
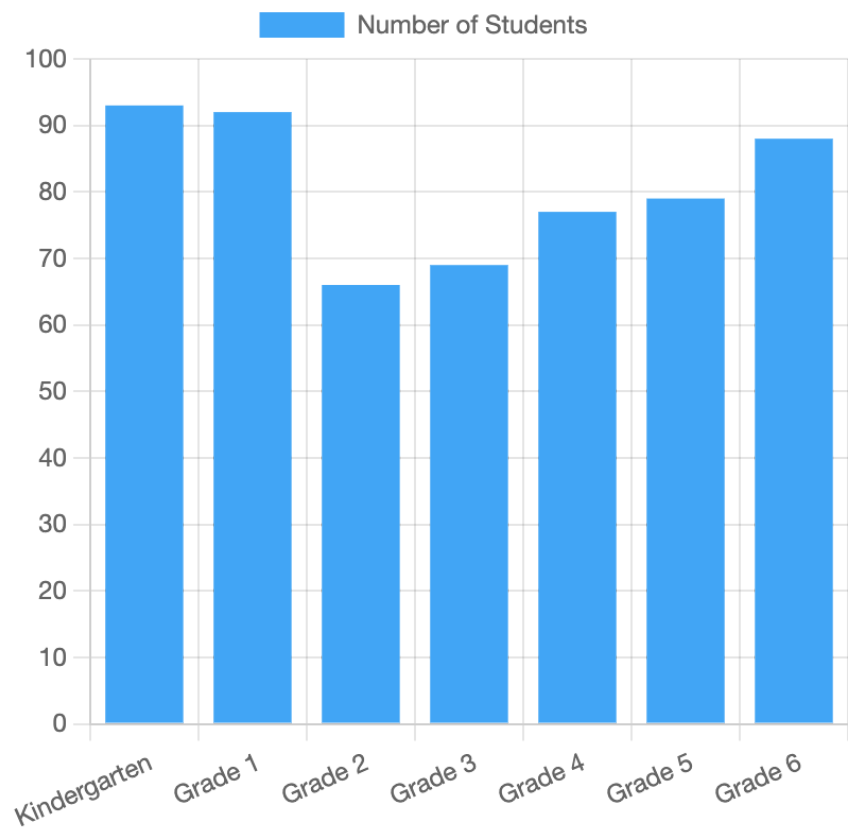
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	45.90%
Male	54.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	7.60%
Black or African American	1.20%
Filipino	2.50%
Hispanic or Latino	44.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.40%
White	36.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.00%
Foster Youth	0.70%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disavantaged	50.00%
Students with Disabilities	14.90%

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 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)	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.

Teacher Preparation and Placement (School Year 2021–22)

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	17.30	79.18%	442.40	91.60%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	0.41%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.50	1.15%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.20	0.67%	11746.90	4.23%
Unknown/Incomplete/NA	4.50	20.78%	29.70	6.17%	14303.80	5.15%
Total Teaching Positions	21.80	100.00%	483.00	100.00%	277698.00	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.

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	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%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th Grade - McGraw Hill Education: Wonders / Yes / 2018 6th-8th Grade - McGraw Hill Education: Study Sync / Yes / 2018	0
Mathematics	K-6th Grade - Houghton Mifflin Company: Go Math / Yes / 2016	0
Science	K-6th Grade - Discovery: Science Techbook / Yes / 2020	0
History-Social Science	K-6th Grade - Houghton Mifflin History-Social Science / Yes / 2006	0
Foreign Language		0
Health	Dairy Council of California (grade-appropriate materials) Too Good for Drugs (Gr. 4-6) Teen Talk	0
Visual and Performing Arts	"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater Instrumental music (TK-6) / N/A Quaver: Online Music Curriculum for General Music Program (3rd-6th) / N/A / 2024	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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. Rolling Hills Elementary School has 24 classrooms, a daycare center, a multipurpose room and a library media center. The main campus was built in 1962. Additions were constructed in 1963 and 1972. Four portable classrooms were added in 1963, one was added in 1995, and one was added in 2001. The daycare building was purchased from the YMCA in 2005 and the multipurpose room was completed in 2006. In 2009 and additional 960 square foot relocatable was added to accommodate the expanding multi-age program. 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 2023-24, the District spent $0 on Deferred Maintenance. For the 2024-25 school year, the District budgeted $5 for Deferred Maintenance expenditures.

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: December 2024

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	Fair	Tighten two toilets, tighten loose faucet, repair sink in room 4.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Repair stuck door.

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	46%	45%	57%	57%	46%	47%
Mathematics (grades 3-8 and 11)	39%	41%	49%	50%	34%	35%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	347	326	93.95%	6.05%	44.79%
Female	150	146	97.33%	2.67%	51.37%
Male	197	180	91.37%	8.63%	39.44%
American Indian or Alaska Native	--	--	--	--	--
Asian	26	24	92.31%	7.69%	66.67%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	153	145	94.77%	5.23%	26.90%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	23	92.00%	8.00%	47.83%
White	127	120	94.49%	5.51%	58.33%
English Learners	30	29	96.67%	3.33%	13.79%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	188	177	94.15%	5.85%	31.07%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	64	54	84.38%	15.62%	9.26%

Note: ELA test results include the Smarter Balanced Summative Assessments 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: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	347	326	93.95%	6.05%	41.10%
Female	150	146	97.33%	2.67%	41.10%
Male	197	180	91.37%	8.63%	41.11%
American Indian or Alaska Native	--	--	--	--	--
Asian	26	24	92.31%	7.69%	62.50%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	153	146	95.42%	4.58%	25.34%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	23	92.00%	8.00%	47.83%
White	127	119	93.70%	6.30%	53.78%
English Learners	30	30	100.00%	0.00%	23.33%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	188	177	94.15%	5.85%	29.94%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	64	54	84.38%	15.62%	7.41%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	25.00%	38.37%	39.45%	41.22%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

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 by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	88	97.78%	2.22%	37.50%
Female	42	42	100.00%	0.00%	40.48%
Male	48	46	95.83%	4.17%	34.78%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00%	0.00%	17.86%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	43	41	95.35%	4.65%	56.10%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.56%	2.44%	22.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	11	84.62%	15.38%	0.00%

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.

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 2023–24)
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	97.2%	97.2%	97.2%	97.2%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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.

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 2024–25)

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	646	642	79	12.3%
Female	297	294	34	11.6%
Male	349	348	45	12.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	52	51	5	9.8%
Black or African American	--	--	--	--
Filipino	14	14	1	7.1%
Hispanic or Latino	305	303	51	16.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	48	6	12.5%
White	215	215	15	7.0%
English Learners	56	56	7	12.5%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	354	352	57	16.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	109	109	27	24.8%

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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.46%	0.51%	0.00%	1.35%	1.10%	1.33%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

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.

School Safety Plan (School Year 2024–25)

A comprehensive school safety plan was developed and approved 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 18, 2024

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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	1	1	0
1	27.00	0	1	0
2	27.00	0	1	0
3	30.00	0	1	0
4	29.00	0	1	0
5	0.00	0	0	0
6	33.00	2	1	2
Other**	29.00	3	8	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	33.00			
1	31.00		1	
2	27.00		1	
3	32.00		1	
4	32.00		1	
5	33.00			
6	31.00		1	
Other**	27.00	4	7	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	11280

* 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 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.05
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	1.00
Social Worker	0.05
Nurse	0.40
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	1.20
Other**	5.26

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6742.00	$156.00	$6586.00	$104027.05
District	N/A	N/A	$6634.04	$101846.00
Percent Difference – School Site and District	N/A	N/A	-0.70%	104027.05%
State	N/A	N/A	$10770.62	$96325.00
Percent Difference – School Site and State	N/A	N/A	-38.90%	13.90%

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

Types of Services Funded (Fiscal Year 2023–24)

Primary Focus
- TK-8 Intervention Programs
- TK-8 English Language Development
- TK-8 Writing Strategies
- TK-8 Language Arts Strategies
- TK-8 Mathematics Strategies
- TK-8 Technology Integration
- TK-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

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$58465.00	$58552.87
Mid-Range Teacher Salary	$92095.00	$93923.91
Highest Teacher Salary	$125907.00	$119489.34
Average Principal Salary (Elementary)	$148249.00	$149898.11
Average Principal Salary (Middle)	$151836.00	$157110.85
Average Principal Salary (High)	$0.00	$151698.00
Superintendent Salary	$301366.00	$270431.60
Percent of Budget for Teacher Salaries	0.31%	31.93%
Percent of Budget for Administrative Salaries	0.07%	5.62%

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

District Amount

Average Principal Salary (Elementary), Average Principal Salary (Middle), Average Principal Salary (High)
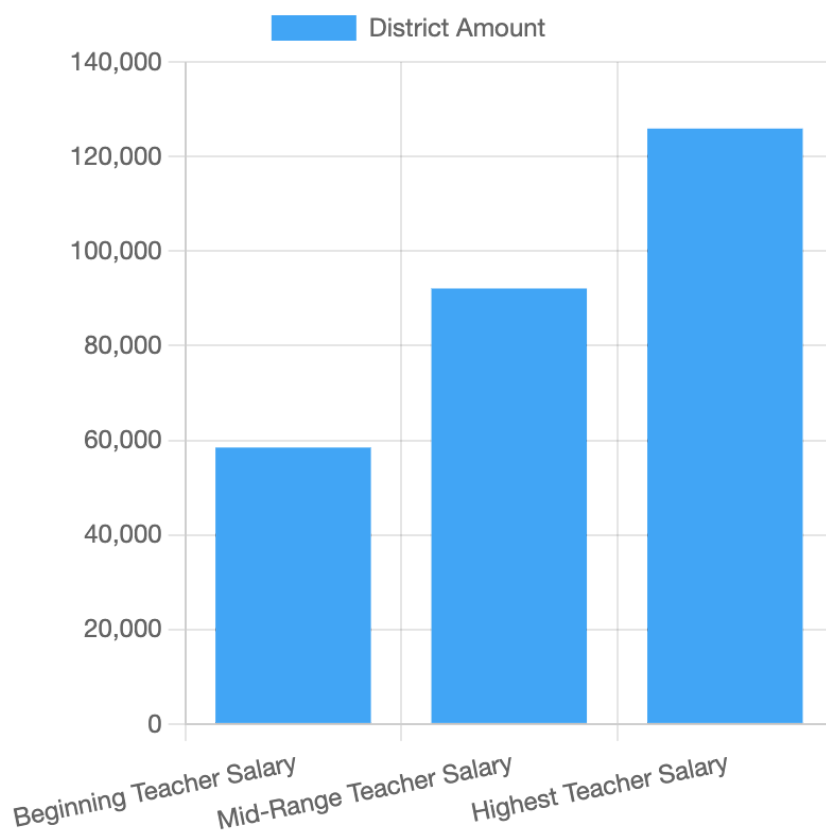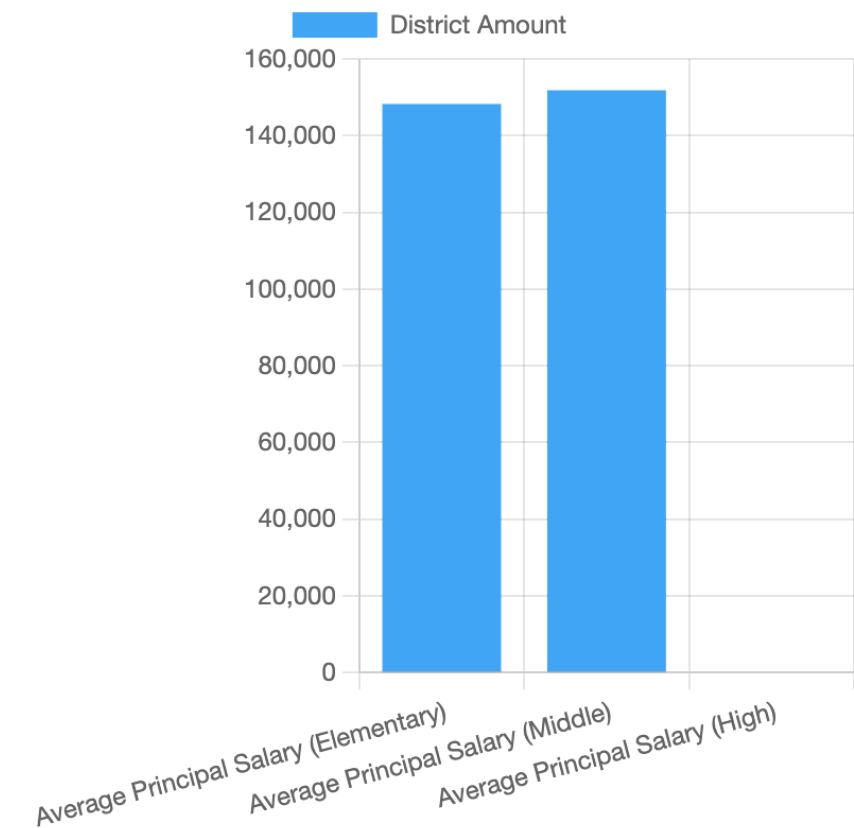
Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10