

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Rollingwood Elementary School

2014-15
School Accountability Report Card
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SARC



"You can't hide that Bulldog pride!"

Principal's Message

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

The 2015-16 school year will be focused on improving our school's literacy programs by implementing the Reader's Workshop program and providing students a more rigorous education using literature, high-quality informational texts and supporting students as they become high-level critical thinkers.

During the 2014-15 school year, we focused on nutrition and student health using our Teaching Garden, which was provided by a grant from Microsoft and the American Heart Association. We provided students with many opportunities to participate in their education, enriching activities and community events. These include our Learning Center program, supporting student learning; systematic English Language Development (ELD) programs; and implementation of our new writing program, Writers Workshop. We continued the mileage club, provided students' access to the Garden Club, and partnered with the city to provide after-school sports. We had several new activities including LEGO Club, chess and Spanish classes provided by partner groups. Our Parent Teacher Association (PTA) was very active and helped with numerous community events, including our International Potluck, Carnival and Spaghetti Dinner.

Leigh Schwartz

Principal

School Mission Statement

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

School Safety

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council (SSC) and staff. The SSC, which meets throughout the year, sets long-term goals for the school. The safety plan is updated each fall and covers various safety procedures, including the visitor policy, emergency materials and evacuation procedures. The safety plan is reviewed with all staff members at the beginning of each school year. It was most recently reviewed, updated and discussed with staff in February 2016. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held twice a year, and intruder/lockdown drills are held as appropriate. The safety plan is located in the school office and is available for anyone to read. All visitors to Rollingwood Elementary School must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among noon supervisors, teachers and the school's administration. This year's plan was updated with the latest response protocols that include well-communicated timelines, procedures and expected outcomes.

San Bruno Park School District Belief Statements

We believe that:

- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has capacity and a desire to learn. It's our task to capture and expand that desire and encourage students to do their best.
- In education, one size does not fit all; we need to address each child's needs individually.
- The community must be included in the education of their children.
- We must act on our beliefs and serve as role models.
- We must provide a safe and secure education environment.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Motto

Proud Schools in a Proud Community

San Bruno Park School District Mission Statement

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

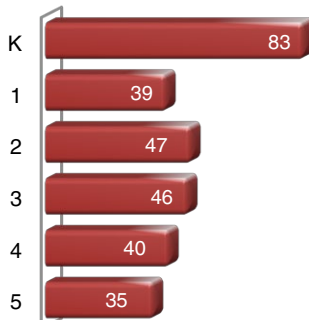
San Bruno Park School District Goals

- Attract, develop and retain highly qualified staff
- Implement 21st-century learning strategies and methodologies
- Become fiscally solvent
- Develop, expand and implement quality programs and courses to enable academic success for all students

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

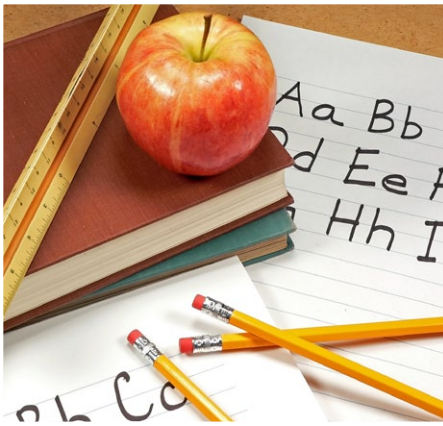
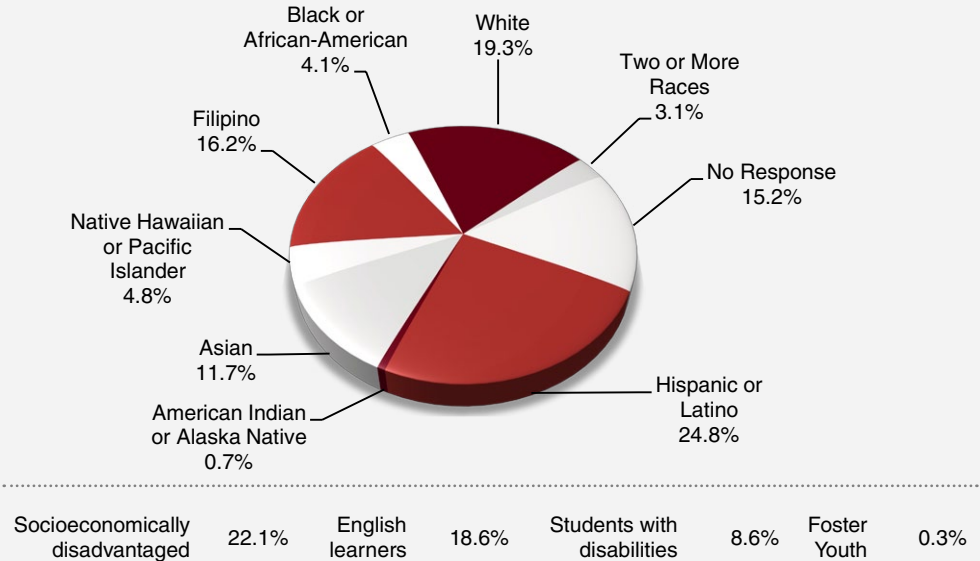


Enrollment by Student Group

The total enrollment at the school was 290 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year



Achievements

We had many achievements throughout the 2014-15 school year. We are proud of our continued emphasis on being "Healthy and Green." We were able to implement our Teaching Garden and continue with our school composting and recycling programs.

Our Learning Center was established to focus on fluency and literacy for our English learner and intervention students. This program was highly successful in raising student reading scores and preparing students for the rigors of Common Core State Standards.

After-school enrichment and intervention programs continued in 2014-15. After-school programs through the San Bruno Parks and Recreation department continued to serve students of Rollingwood School. Several members of the teaching staff also provided after-school academic intervention to at-risk students in grades K-5 to improve student achievement.

Students had the opportunity to showcase their talents in our musical revue and the chance to participate in the Scripps National Spelling Bee, where our school champion competed in the regional competition.

We continued our Student of the Month program to highlight the hard work and commitment to excellence that Rollingwood students strive for.

We had the opportunity to partner with the San Bruno Education Foundation to provide coding classes to our fourth- and fifth-grade students. We also started the first instrumental-music program provided to elementary students in San Bruno. With the help of the PTA, students in the fourth and fifth grades were able to learn a string instrument as part of our orchestra program.

Special Education Program

The staff at Rollingwood Elementary School assists students in academics, as well as social and personal development. The district provides special attention to students who experience difficulty achieving, coping with personal and family problems, making decisions, or handling peer pressure. The school provides qualified personnel to offer counseling and support services on a part-time and full-time basis. When students require additional assistance, support staff is available.

Rollingwood Elementary School provides additional support for students with special needs. Special education services are tailored to the Individualized Education Program (IEP) of each student with physical, emotional or learning disabilities.

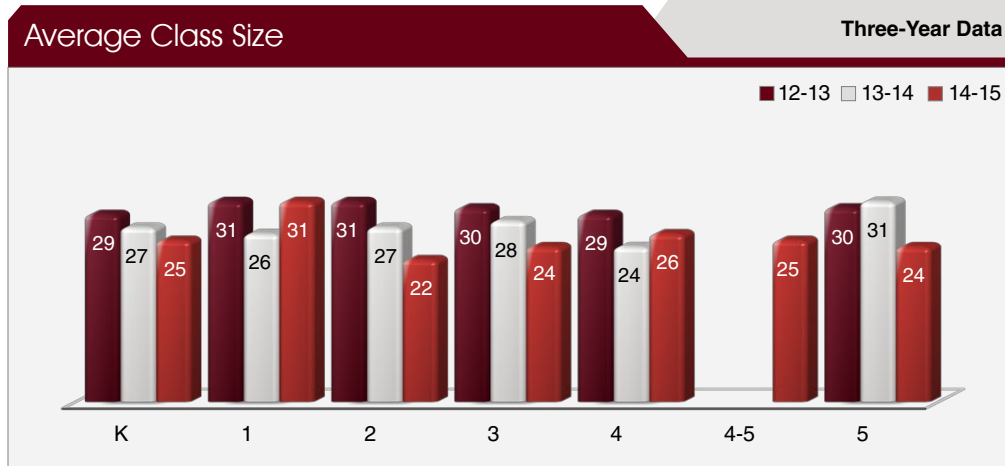
Special Programs and Staff

The district psychologist and counselor are devoted to helping students deal with problems, assisting students in reaching positive goals and providing them with additional counseling services. In addition, the district contracts out with nurses for vision, hearing and scoliosis testing.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the education program. These programs promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities and programs at Rollingwood Elementary School include Homework/Intervention Club, Posy Parade, Reading Day, spirit days, Scripps National Spelling Bee, Rollingwood Radio, Mileage Club and Garden Club. Through school and PTA funding, all students participate in the Rhythm & Moves P.E. program two to three times per week, depending on their grade level, and in the music program once per week. We offered elementary P.E. during half of the year.

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size **Three-Year Data**

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1 ½			2			3	
1		½			1 ½			1	
2		½ ½			½ 2			2	
3		½ ½			1 ½			2	
4		½ ½			½ 1			1	
4-5								1	
5		½ 1			1			1	

Measures for Improvement

The Rollingwood community is highly diverse with students from many countries and cultures. In addition, Rollingwood houses students with disabilities in Special Day Class settings and students learning English. The staff has worked to implement teaching strategies to improve achievement for all using both traditional instructional strategies and the use of technology in the classroom.

For the 2014-15 school year there has been a continued implementation of the new Common Core State Standards. In addition, professional development will focus on writing through the implementation of Writers Workshop and the Eureka Math program. We will continue to integrate a project-based learning model and the use of technology. This will be done in conjunction with student mastery of grade-level standards in English language arts and mathematics. With our partnerships with Microsoft and the American Heart Association and the awarding of the Teacher Garden Grant program to Rollingwood, we will incorporate the use of the garden into many special activities and projects along with developing instructional components in the classroom. This hands-on model will be expanded to include projects in the classroom and opportunities to build understanding through experiential learning.

Students will be proficient readers and mathematicians proving their abilities through real world tasks to show mastery. Students will be able to think critically while completing tasks that show both basic skills and a greater understanding of content by synthesizing, analyzing, and creating as they learn.

English Learner Program

Again this year Rollingwood provided dedicated English Language Development instruction to students at all levels of learning English. The English Language Development (ELD) program at Rollingwood Elementary School is required by state law, and assists students in gaining English proficiency. Students received ELD at least four days per week and were grouped into working groups of similar age and language proficiency. Groups ranged from six to 12 students, and instruction was provided using the Santillana into English curriculum adopted by the district

Professional Development

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

Professional Development Days

2013-14	2 days
2014-15	5 days
2015-16	3 days



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Rollingwood ES			
	12-13	13-14	14-15
Suspension rates	0.4%	0.1%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	12-13	13-14	14-15
Suspension rates	1.3%	1.3%	0.3%
Expulsion rates	0.1%	0.1%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 5

Four of six standards	28.1%
Five of six standards	25.0%
Six of six standards	12.5%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria

2014-15 School Year

	Rollingwood ES	San Bruno Park SD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program

2015-16 School Year

	Rollingwood ES	San Bruno Park SD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2011-2012
Year in Program Improvement	◇	Year 3
Number of Title I schools currently in Program Improvement		3
Percentage of Title I schools currently in Program Improvement		100.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school is not in Program Improvement.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data								
	Rollingwood ES			San Bruno Park SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	44%	43%	32%	57%	62%	61%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	61%
All students at the school	32%
Male	47%
Female	8%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	27%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	❖

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Rollingwood ES	San Bruno Park SD	California
English language arts/literacy	47%	43%	44%
Mathematics	37%	38%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	46	45	97.8%	18%	31%	24%	27%
Male		21	45.7%	29%	29%	24%	19%
Female		24	52.2%	8%	33%	25%	33%
Black or African-American		1	2.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		3	6.5%	❖	❖	❖	❖
Filipino		12	26.1%	25%	25%	17%	33%
Hispanic or Latino		12	26.1%	0%	33%	42%	25%
Native Hawaiian or Pacific Islander		3	6.5%	❖	❖	❖	❖
White		10	21.7%	❖	❖	❖	❖
Two or more races		4	8.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		13	28.3%	23%	46%	23%	8%
English learners		10	21.7%	❖	❖	❖	❖
Students with disabilities		2	4.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	46	46	100.0%	15%	33%	39%	13%
Male		22	47.8%	18%	27%	41%	14%
Female		24	52.2%	13%	38%	38%	13%
Black or African-American		1	2.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		3	6.5%	❖	❖	❖	❖
Filipino		12	26.1%	8%	33%	33%	25%
Hispanic or Latino		12	26.1%	25%	33%	33%	8%
Native Hawaiian or Pacific Islander		3	6.5%	❖	❖	❖	❖
White		11	23.9%	9%	36%	36%	18%
Two or more races		4	8.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		13	28.3%	15%	46%	15%	23%
English learners		11	23.9%	9%	27%	55%	9%
Students with disabilities		2	4.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	42	42	100.0%	24%	26%	29%	21%
Male		18	42.9%	28%	28%	22%	22%
Female		24	57.1%	21%	25%	33%	21%
Black or African-American		3	7.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		3	7.1%	❖	❖	❖	❖
Filipino		9	21.4%	❖	❖	❖	❖
Hispanic or Latino		17	40.5%	29%	29%	29%	12%
Native Hawaiian or Pacific Islander		3	7.1%	❖	❖	❖	❖
White		6	14.3%	❖	❖	❖	❖
Two or more races		1	2.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	35.7%	27%	47%	27%	0%
English learners		11	26.2%	36%	18%	36%	9%
Students with disabilities		1	2.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	42	42	100.0%	29%	43%	21%	7%
Male		18	42.9%	28%	50%	11%	11%
Female		24	57.1%	29%	38%	29%	4%
Black or African-American		3	7.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		3	7.1%	❖	❖	❖	❖
Filipino		9	21.4%	❖	❖	❖	❖
Hispanic or Latino		17	40.5%	47%	47%	0%	6%
Native Hawaiian or Pacific Islander		3	7.1%	❖	❖	❖	❖
White		6	14.3%	❖	❖	❖	❖
Two or more races		1	2.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		15	35.7%	40%	40%	20%	0%
English learners		11	26.2%	36%	36%	18%	9%
Students with disabilities		1	2.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	34	32	94.1%	22%	38%	25%	13%
Male		19	55.9%	21%	42%	16%	16%
Female		13	38.2%	23%	31%	38%	8%
Black or African-American		3	8.8%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		10	29.4%	❖	❖	❖	❖
Filipino		7	20.6%	❖	❖	❖	❖
Hispanic or Latino		4	11.8%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		4	11.8%	❖	❖	❖	❖
White		2	5.9%	❖	❖	❖	❖
Two or more races		2	5.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	35.3%	42%	25%	25%	8%
English learners		7	20.6%	❖	❖	❖	❖
Students with disabilities		2	5.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	34	32	94.1%	44%	28%	22%	3%
Male		19	55.9%	42%	37%	16%	5%
Female		13	38.2%	46%	15%	31%	0%
Black or African-American		3	8.8%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		10	29.4%	❖	❖	❖	❖
Filipino		7	20.6%	❖	❖	❖	❖
Hispanic or Latino		4	11.8%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		4	11.8%	❖	❖	❖	❖
White		2	5.9%	❖	❖	❖	❖
Two or more races		2	5.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	35.3%	50%	50%	0%	0%
English learners		7	20.6%	❖	❖	❖	❖
Students with disabilities		2	5.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

Textbooks and Instructional Materials

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

The most recent public hearing to adopt a resolution at the sufficiency of instructional materials was held on October 14, 2015. The most recently adopted textbooks were from the state-approved list.

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

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Open Court Reading, McGraw-Hill	2003
English language arts	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2011
English learners	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2010
Mathematics	Houghton Mifflin	2006
Science	California Science, Pearson Scott Foresman	2007
History/social science	California Vistas, Macmillan/McGraw-Hill	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2015-16 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2015-16 School Year
Data collection date	10/2015	

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Each teacher determines the appropriate measure of homework for his or her students based on the district homework policy. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. The Homework Club provides additional instruction for students in grades 2-5. In addition, teachers provide tutoring assistance for students after school.

Homework is assigned in every grade. This done in the lower grades by providing weekly homework packets and in the upper grades as nightly assignments to be completed and returned as they are finished.





School Facilities

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

To keep the campus clean and ready for students, there is one full-time daytime custodian and a nighttime custodian who works a total of two-and-a-half hours each night. Classrooms are cleaned every day, including vacuuming, sweeping and general cleanup. Custodial staff is responsible for minor repairs that might occur, and larger projects are completed by the district maintenance staff.

Library: Students in all grades visit the library weekly to learn library skills, do research and select books for independent reading. The PTA generously donates funds every year to help support the purchase of new books and reference materials. The library is efficiently maintained by an instructional aide.

Computer: In 2014-15, Rollingwood Elementary upgraded teacher technology by installing short-throw projectors in most classrooms and providing new laptops to all teachers to be used as an administrative and instructional tool. During the school year, our three Chromebook carts were used extensively. These devices are used daily and have brought the device-to-student ratio to the district benchmark of 3:1. Second- through fifth-grade classrooms each have at least seven desktop computers for student use, and the kindergarten and first-grade classrooms have three computers for student use.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Fair
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Poor
Overall summary of facility conditions			Fair
Date of the most recent school site inspection			11/5/2015
Date of the most recent completion of the inspection form			11/6/2015

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Ceiling stains. Repairs completed by district maintenance on as needed bases.	
Restrooms/fountains	Drainage lines clogged, restrooms. Drainage lines cleared. Replaced / repairs as needed. Restrooms / fountains are assessed / monitored on a regular basis. July 2015 - December 2015.	
External	Small backstop fence. Removed 11/5/2015	

Parental Involvement

Rollingwood has a very involved PTA. There are many ways parents can get involved by volunteering for to help in the classroom, yard duty, room parent, and Parent Teacher Association (PTA) events like the Founder's Day, Spaghetti Dinner, Walkathon, and Flea Market. These positions are available for sign-up on the first-day-of-school gathering for parents, as well as throughout the year. Our children enjoy seeing their parents at school!

For more information on how to become involved at the school, please contact Jacqui Conclara, Parent liaison, at (650) 624-3165.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	San Bruno Park SD	Rollingwood ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	103	12	12	13
Without full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	4	0	0	0



"The themes of academic excellence, character education and social responsibility are a trademark of the school's culture."

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Rollingwood ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Rollingwood ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

✦ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✦
Support Staff	
Social/behavioral or career development counselors	0.33
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.21
Psychologist	0.33
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.83
Resource specialist (nonteaching)	1.00

Types of Services Funded

Rollingwood funded a dedicated ELD teacher this year with funding from private donations. The school programs such as elementary P.E. and music were funded through donations from the community. PTA fundraisers and grants help to fund supplemental teaching materials, technology, field trips, school arts, character assemblies and other student events.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$6,530
Expenditures per pupil from restricted sources	\$2,131
Expenditures per pupil from unrestricted sources	\$4,399
Annual average teacher salary	\$62,925



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	San Bruno Park SD	Similar Sized District
Beginning teacher salary	\$38,700	\$42,723
Midrange teacher salary	\$67,513	\$65,936
Highest teacher salary	\$74,381	\$84,545
Average elementary school principal salary	\$98,817	\$106,864
Average middle school principal salary	\$102,548	\$110,494
Superintendent salary	\$129,135	\$159,133
Teacher salaries: percentage of budget	32%	40%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Rollingwood ES	\$4,399	\$62,925
San Bruno Park SD	\$6,063	\$65,179
California	\$5,348	\$69,086
School and district: percentage difference	-27.5%	-3.5%
School and California: percentage difference	-17.8%	-8.9%

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest/>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.