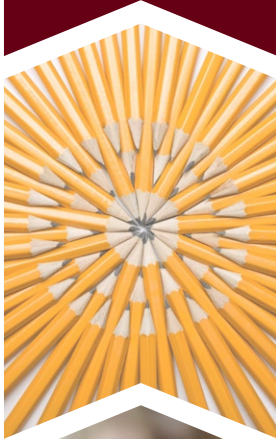
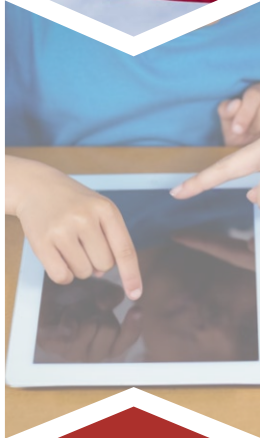


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Rollingwood Elementary School

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2500 Cottonwood Drive
San Bruno, CA 94066

Grades: SDC preschool, TK-5
Phone: (650) 624-3165

<http://sbpsd.k12.ca.us/rollingwood/index.htm>

CDS Code: 41-69013-6044705

San Bruno Park SD





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

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 2016-17 school year will be focused on implementing Common Core State Standards (CCSS) aligned instructional materials. Teachers are going to implement the CCSS standards using aligned programs such as Wonders, Eureka Mathematics and Reader's Workshop. We will also focus on supporting the social and emotional learning of all children. The staff will continue training on Positive Behavioral Interventions and Supports (PBIS) and implementing elements of Capturing Kids' Hearts program.

During the 2015-16 school year, we 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.

Colleen Hennessy
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.

Parental Involvement

Rollingwood has a very involved Parent Teacher Association (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 the flea market. These positions are available for sign-up on the first-day-of-school gathering for parents, as well as throughout the year. We also ask for parents to join our School Site Council and ELAC committees to provide input for our school. Our children enjoy seeing their parents at school!

For more information on how to become involved at the school, please contact Jacqui Conclara, parent liaison, at (650) 624-3165 or Renee Vorrises, PTA president, at mujer75@yahoo.com.

Types of Services Funded

The school programs such as elementary physical education 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 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.



Proud Schools in a Proud Community

District Mission Statement

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

San Bruno Park School District Belief Statements

We believe that:

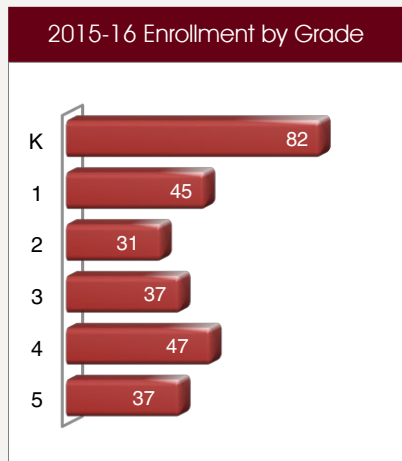
- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has capacity and a desire to learn. It's our task to capture and expand that desire and encourage students to do their best.
- In education, one size does not fit 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.

"You can't hide that Bulldog pride!"



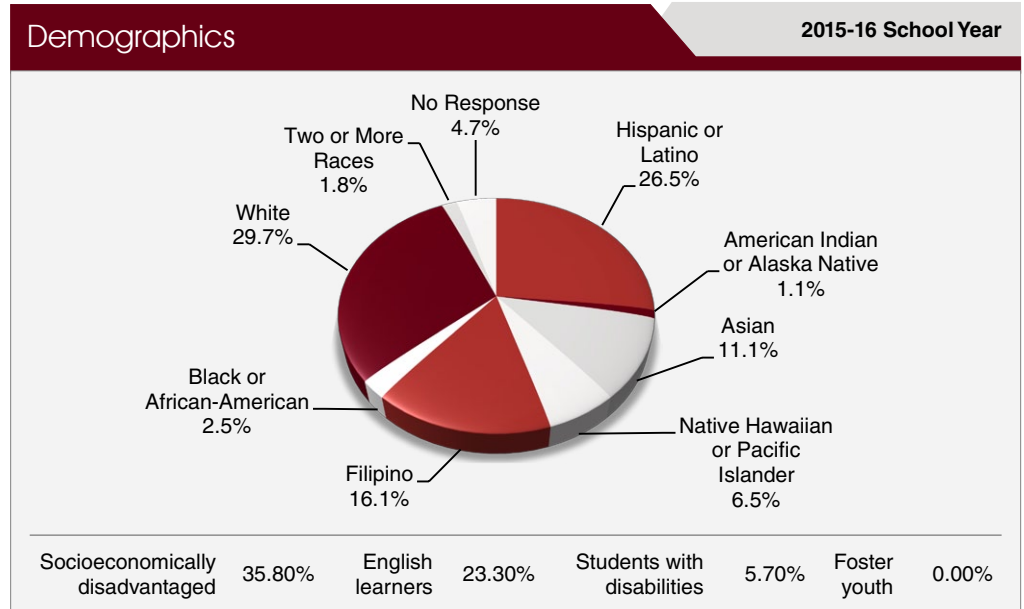
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Enrollment by Student Group

The total enrollment at the school was 279 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



"One of the best parts of working here is the diverse student population. We have students from many different cultures, as well as students of special needs. It's a great learning opportunity for students to learn acceptance and compassion for others and their differences."

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 is currently being reviewed and updated. It was discussed with staff in December 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 is being updated with the latest response protocols that include well-communicated timelines, procedures and expected outcomes.

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.

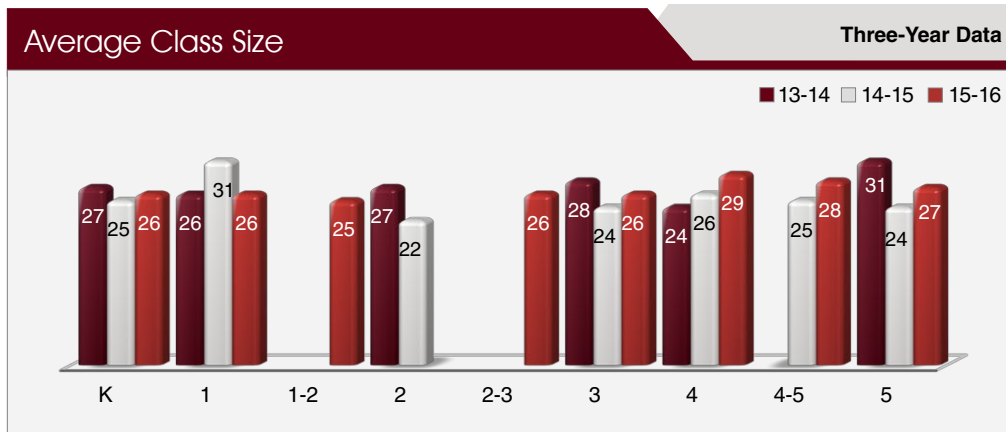
Professional Development Days Three-Year Data

	2014-15	2015-16	2016-17
Rollingwood ES	5 days	3 days	3 days



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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Grade	Three-Year Data								
	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			3			3	
1		1 ½			1			1	
1-2								1	
2		½ 2			2				
2-3								1	
3		1 ½			2			1	
4		½ 1			1			1	
4-5					1			1	
5		1			1			1	

Achievements

We had many achievements throughout the 2015-16 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 2015-16. 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 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.

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			
	13-14	14-15	15-16
Suspension rates	0.1%	0.0%	1.4%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	13-14	14-15	15-16
Suspension rates	1.3%	0.3%	2.8%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
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	
2015-16 School Year	
Grade 5	
Four of six standards	25.0%
Five of six standards	27.8%
Six of six standards	2.8%

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 2015-16 school year there was a continued implementation of the new Common Core State Standards. In addition, professional development focused on writing through the implementation of Writers Workshop and the Eureka Math program.

For the 2016-17 school year, the staff will be focusing on mapping out strategies to get all of our students to meet grade-level standards. We will be looking at data from baseline assessments and looking ahead to where we want our students to be. Staff will be mapping out plans on how they will support their students to be able to reach grade level standards by the end of the year. Teachers will look at different materials such as our new ELA program Wonders, Readers and Writers workshops, and NextLesson.org.

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 (ELD) instruction to students at all levels of learning English. The 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.

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.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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	2016-17 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 schools currently in Program Improvement		3
Percentage of schools currently in Program Improvement		100.00%

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



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Rollingwood ES			San Bruno Park SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	43%	32%	49%	62%	61%	54%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	38	37	97.37%	48.65%	
Male	15	15	100.00%	53.33%	
Female	23	22	95.65%	45.45%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	14	14	100.00%	42.86%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	17	17	100.00%	35.29%	
English learners	❖	❖	❖	❖	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Rollingwood ES		San Bruno Park SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	47%	60%	44%	46%	44%	48%
Mathematics	37%	45%	40%	41%	33%	36%

❖ 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.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	36	36	100.00%	62.90%
Male	22	22	100.00%	59.10%
Female	14	14	100.00%	69.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	17	17	100.00%	75.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	11	100.00%	40.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	36	34	94.40%	58.80%
Male	22	21	95.50%	61.90%
Female	14	13	92.90%	53.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	17	15	88.20%	66.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	9	81.80%	44.40%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	47	46	97.90%	64.40%
Male	22	22	100.00%	57.10%
Female	25	24	96.00%	70.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	11	11	100.00%	80.00%
Hispanic or Latino	11	10	90.90%	60.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	13	13	100.00%	61.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	15	15	100.00%	46.70%
English learners	13	13	100.00%	69.20%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	47	45	95.70%	48.90%
Male	22	22	100.00%	45.50%
Female	25	23	92.00%	52.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	11	11	100.00%	63.60%
Hispanic or Latino	11	10	90.90%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	13	12	92.30%	66.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	15	14	93.30%	35.70%
English learners	13	13	100.00%	53.90%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	39	38	97.40%	51.40%
Male	16	16	100.00%	43.80%
Female	23	22	95.70%	57.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	35.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	29.40%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	39	38	97.40%	29.00%
Male	16	16	100.00%	31.30%
Female	23	22	95.70%	27.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	14	14	100.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	17	17	100.00%	11.80%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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 12, 2016. 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		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Wonders, McGraw-Hill	2016
English learners	Wonders, McGraw-Hill	2016
Mathematics	Eureka, Great Minds	2015
Science	California Science, Pearson Scott Foresman	2007
History/social science	California Vistas, Macmillan/McGraw-Hill	2006

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		2016-17 School Year
Rollingwood ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

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 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.

◇ Not applicable.

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 Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	10/12/2016

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. 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 10 classrooms, a library, meeting room, cafeteria, staff lounge and playground. New portables were added in the summer of 2006 for a special day class preschool and a general-education subsidized preschool.

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.

Before school, there is a teacher supervising the students starting 15 minutes before the school day starts. We also have an adult helping to open doors in the parent drop-off lane. After school, students are walked to the front of the school by the teacher, and we have a yard duty that helps students into their cars.

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. There are four Chromebook carts to be used by the school. These devices are used daily and have brought the device-to-student ratio to the district benchmark of 3:1. New for 2016-17, each classroom received three new Chromebooks.

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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Fair
Interior	Poor	Safety	Fair
Cleanliness	Fair	Structural	Fair
Electrical	Fair	External	Fair
Overall summary of facility conditions			Fair
Date of the most recent school site inspection			10/28/2016
Date of the most recent completion of the inspection form			10/28/2016

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		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Many stained ceiling tiles need replacement. They will be replaced after roof repair.	ASAP
Cleanliness	Front entrance doors need painting. Surface will be prepared and painted.	June 2017
Electrical	Electrical panels blocked, mechanical closet; old non GFC outlets 18" + from faucets in all classrooms. Must be replaced or removed and covered.	Winter break 2016
Restrooms/fountains	Room 4 faucet leaks; fountain on playground leaks. Faucets have been repaired.	January 2016
Safety	Paint left in PTA closet must be removed. Asked office to contact volunteer organization to remove paint.	October 2016
Structural	Standing rainwater on flat roofs. Roofing company to bid.	Summer 2017
External	Gates by faculty room have no closers. Closers or self-closing hinges will be ordered and installed.	June 2017



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	16-17	14-15	15-16	16-17
With a full credential	116	12	13	13
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0



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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Rollingwood ES		
Teachers	14-15	15-16	16-17
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

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

Highly Qualified Teachers	2015-16 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%

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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral counselor	0.17
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.20
Psychologist	0.20
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00
Other	
FTE	
SDC instructional aide	3.33
Instructional aide	1.00



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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$7,421
Expenditures per pupil from restricted sources	\$2,320
Expenditures per pupil from unrestricted sources	\$5,101
Annual average teacher salary	\$59,395

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 2014-15 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	2014-15 Fiscal Year	
	San Bruno Park SD	Similar Sized District
Beginning teacher salary	\$39,338	\$44,507
Midrange teacher salary	\$68,597	\$68,910
Highest teacher salary	\$79,200	\$88,330
Average elementary school principal salary	\$103,346	\$111,481
Average middle school principal salary	\$107,511	\$115,435
Superintendent salary	\$135,634	\$169,821
Teacher salaries: percentage of budget	32%	39%
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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Rollingwood ES	\$5,101	\$59,395
San Bruno Park SD	\$6,607	\$61,508
California	\$5,677	\$71,610
School and district: percentage difference	-22.8%	-3.4%
School and California: percentage difference	-10.1%	-17.1%



School Accountability Report Card

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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 Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.